

# The Playground

NOVEMBER, 1924

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**Recreation and Juvenile Delinquency**

**Play in Foreign Lands**

**Swimming Pools**

**The School as a Neighborhood Center**

**The Problem Column**  
**National Marble Tournaments**

**The Question Box**  
**Suggested Christmas Plays**

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# The Playground

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# The Playground

VOL. XVIII, No. 8

NOVEMBER, 1924

## The World at Play

**Just for Joy.**—*The Chicago Tribune* in a leading editorial on July 16, 1924, pointed out that one of the greatest acts of municipal statesmanship in the history of Chicago was the filling in of submerged lands on Lake Michigan so as to create a wonderful park, which is the pride of the city.

At the present time a chain of seven large bathing beaches with a capacity of 200,000 persons is being developed by filling in submerged lands. The value of the land which is being built up will be not less than six million dollars.

The *Chicago Tribune* speaks of the recreation advantages of Naples and San Francisco, and then calls attention to what it means to Chicago to have such concerts, opera, golf courses, tennis grounds, yacht harbors, recreation parks, bathing beaches, and other recreation resources. The *Tribune* pays tribute to the city planners and to the park leaders who have initiated these developments. These men were "municipal statesmen, dreamers and practical doers, citizens of the rare breed which makes a city great." Other newspapers of the nation have commented widely upon this editorial and the achievements it celebrates.

A hard-headed business man, after reading this editorial, wrote: "May the time come when we shall see this vision and practical foresight extending to the little cities throughout America!"

**A State Council of Parks Has Been Established in New York.**—The law provides that the Council shall act as a central advisory agency for all lands, parks and places of historic, scientific and scenic interest, supported in whole or in part by State funds, which are not by law under the authority and control of the Conservation Commission. The object of this last clause is to make it clear that the forest preserves in the Adirondacks and Catskills are excepted from the authority of the State Council.

The law also gives the Council power to formulate and suggest plans for the management and

improvement of the parks under its jurisdiction and for the establishment of a uniform park policy. Also to plan for connections between parks and to recommend such connections to the Superintendent of Public Works; to act as a clearing house for information on park planning and administrative matters, and to make available information on parks and recreation, to counties, towns, cities and villages. This may also be extended to individual citizens who make inquiry of anything relating to recreation in the State Parks.

The Council is empowered to administer such new parks as may come under its jurisdiction where they are so small or so undeveloped as not to require a separate district commission.

Robert Moses, the Chairman of the State Council, has been for a number of years Secretary of the New York State Association, which has done excellent service in preparing a state park plan and in furthering the bond issue for fifteen million dollars for the extension of the state park system. This bond issue passed the last Legislature and comes up before the people in November and must then be passed by the Legislature next winter in order to make it effective. One of the concerns of the State Council of Parks will be to show to the citizens of New York the desirability of this bond issue for the purpose of increasing the state's recreation facilities.

Raymond H. Torrey is Secretary.

**Compulsory Physical and Health Education Laws.**—Edgar W. Everts, Director of Physical and Health Education, Department of Education of the State of Minnesota, writes that the physical and health education law passed in Minnesota is having a very fine effect in extending not only the building of school playgrounds but also of municipal grounds. He further states that the pushing of more state-wide compulsory physical education laws will have more far-reaching effects than merely on the children themselves.

This Mr. Everts has proven in his work through the organization of many play days in Minneapolis where the parents were as much interested in the events as the children.

**International Labor Conference Recognizes Importance of a Wise Use of Leisure.**

—The International Labor Conference, held at Geneva under the auspices of the League of Nations, passed among other resolutions relating to the use of spare time the following:

. . . the Conference thinks it right to recommend those schemes which have for their object:

(a) The improvement of the workers' domestic economy and family life (workers' gardens, allotments, poultry keeping) which combine the benefits of recreation with the feeling that some addition, however slight, is being made to the family resources;

(b) The development of the physical health and strength of the workers by means of games and sports which enable young workers who are working under the highly specialized conditions prevalent in modern industry to give free play to their energies in a manner which encourages free play and the spirit of emulation;

(c) The extension of technical domestic and general education (libraries, reading rooms, lectures, technical courses, educational courses) which meet one of the workers' most keenly felt needs and affords the best means of progress to industrial communities.

The Conference further recommends to the members that an active and effective propaganda should be undertaken in each country for the purpose of influencing public opinion as to the necessity of the proper use of the spare time of the workers.

**Fall River Inaugurates a Year-Round Program.**—Fall River, Massachusetts, through recent action of the Mayor and the Board of Aldermen, has placed its recreation work on a year-round basis. A supplementary budget of \$17,500 has been provided, and this additional fund, which raises the 1924 appropriation to \$22,000, will carry the work from July 1, when the playgrounds opened, until January 1, when the budget will be made up. Miss Helen M. Leary, who has been identified with the playground movement in Fall River since its initiation, has been appointed Superintendent of Recreation.

She will be assisted by a staff of trained workers including supervisors of boys' activities, of girls and children and of athletics and dramatics.

The extension of the work began this summer with the opening up of thirteen small play centers, in addition to the twelve larger playgrounds the city has maintained for a number of years.

The program for the fall and winter months will include after-school play for the children, the organization of various community leagues for different sports and typical community center activities in at least three centers.

The establishment of the Recreation Commission and the extension of the work from a summer program to one covering the entire year is due to the efforts of a Committee on Community Recreation made up of a number of prominent men and women which was organized last January. This Committee under the leadership of D. F. Sullivan made a comprehensive study of recreation conditions in Fall River and presented its report and recommendations to the Mayor some time in the spring.

**Bedford, Indiana, Becomes a Year-Round Recreation City.**—So successful did the summer recreation activities in Bedford prove that it has been decided by the city to place the work on a year-round basis. Loren C. Griggs, who had charge of the summer activities, will be retained as the Superintendent of Recreation.

**The Second All-Philadelphia Conference on Social Work.**—The All-Philadelphia Conference on Social Work has recently published the findings of its second conference held April 9 to 11. One section was devoted to a discussion of recreation. Mrs. P. H. Valentine, Executive Secretary of the Smith Memorial Playgrounds, told of the miniature community life at each play center, started quite simply and naturally by the children and aided by a sympathetic staff. Here at these centers the children in their play life are working out the problems incidental to community life: home making, community making, municipal government and many other phases of present day life.

Racial adjustments through neighborhood groups was discussed by Forrester B. Washington, Executive Secretary of the Armstrong Association, who told how the Association is trying to solve the problem of adjustment caused by the immigration of the southern negro into the great

population centers of the North through the development of neighborhood groups which usually take the form of clubs organized at the homes of old residents in the various neighborhoods of the newcomers. To these clubs are sent speakers representing various interests such as night schools, public health nursing, preventive clinics and home economics. The different groups visit each other and in this way an intermingling of the old and new residents is brought about.

In an address on the settlement as a community factor, Mrs. Eva Whiting White of Elizabeth Peabody House, Boston, traced briefly the history of the settlement movement and the contribution which it had made since the beginning in the United States in 1887 to general welfare and civic movements such as housing, district nursing, vocational guidance and vocational education, health and recreation.

The emphasis of the present day, Mrs. White pointed out, is on the cultural and spiritual values—all the values which help to develop in people inner resources. Today we emphasize beauty in housing, not merely water supply and sanitation. In recreation, instead of merely physical development, we are stressing the cultural values to be found in music, dramatics and art.

**From the Playground to the Home.**—That the handcraft program arranged for the playground children of Johnstown, Pennsylvania, is having its influence on the home is evidenced by the keen interest which a number of mothers are taking in rug weaving and similar forms of handcraft. As a result of an appeal from these mothers to the playground workers, a special order has been placed by the Recreation Commission for heavy yarn and crochet hooks for making rugs. One of the playground girls who won a prize for rug weaving is showing the mothers how it should be done.

**Branford's First Aquatic Meet.**—In August, Branford Township, Connecticut, held its first aquatic meet under the auspices of Community Service.

There were 200 entries taking part in the twenty-two events scheduled which included a speed boat race, diving contest for boys, girls, men and women, a township championship sailboat race, a motor boat race, swimming contests, canoe and rowboat championship and a number

of novelty water events such as a canoe tilting contest, watermelon grab and canoe obstacle race.

**Development under Self-Government.**—The Oak Park Playground Board last summer organized a junior police force composed of six boys from each playground who had shown outstanding qualities of leadership. Five of these served as patrolmen, one as lieutenant, while an older boy was made chief of the force. The boys, who have their own uniforms and police stars, were regularly sworn in at special exercises by the President of the village and the Chief of the regular Police Department. The Chief has taken a personal interest in the boys and has given them military drill; they march in all special parades. The junior police have been veritable right-hand men to the play leader in keeping order on the grounds.

The junior police with the junior play leaders organized from among the older boys and girls meet once a week with the play leader to discuss playground problems. The junior leaders are encouraged to bring in new games and to try them out and offer constructive suggestions. These often prove really valuable. Each playground has dramatic clubs, storytelling, hiking, athletics, musical and sewing clubs. Every organization has its officers and as far as possible a definitely outlined program. The indoor baseball, volley ball, horseshoe and basketball teams are all organized and the responsibility for the success of their activities is thrown squarely on the shoulders of the officers.

The musical club or toy symphony has been broadcast in a rendition of Moszkowski's *La Serecata*. This little group of forty children nearly all under eleven years of age is probably the first to be broadcast in this country. The community clubs have invited the children of the dramatic clubs to give their plays before them, as has also the Public Library.

**A Get-Together Picnic.**—Twenty-five hundred people, many of them farmers from rural districts, attended the first of a series of six picnics arranged by Wabash, Indiana, Community Service during the past summer. A picnic supper preceded the program, which consisted of orchestral selections by the boys' orchestra of the Christian Church, songs by the Junior Gridiron Chorus and violin and vocal solos. Two motion picture films were shown. "I wouldn't have missed this for



a load of hay," was the verdict of one of the farmers.

**Boy Scouts and the Vote.**—In the last election over 54,000,000 men and women were qualified to vote. Of this number more than 27,500,000 failed to go to the polls.

In an effort to help meet the alarming problem which these figures present, the Boy Scouts of America is urging its membership of almost 700,000 Scouts and Scout officials and the 2,000,000 former Scouts to make an earnest appeal to increase the voting average of their respective towns and cities, beginning with their own homes and neighborhoods.

The Boy Scouts of America believe that the training in participating citizenship involved in this effort will be very valuable and stimulating for the boys and the country at large.

**Developments under Way in San Francisco.**—The new recreation developments planned for Golden Gate Park, San Francisco, are now under construction. Of the \$164,000 to be expended for the first unit \$64,000 is the gift of the Doe Estate Company, to be known as the Kezar Memorial. The rest of the funds have been provided by municipal appropriation. A bowl will be constructed surrounding a field which will be used for football, baseball, soccer and track events. It will contain a 440 oval and a 220 straightaway track. Next the bowl will be constructed two exhibition tennis courts, one of grass and the other of concrete or asphalt. There will be a battery of fourteen ordinary tennis courts and a hand ball battery, a volley ball court, a clock putting green, archery lines and ground fly-casting areas.

A second section of the unit will be begun as soon as the first is completed. It will cost in the neighborhood of \$85,000 and will contain an indoor basketball pavilion with facilities for 4,000 spectators and a club house for athletes.

**In St. Louis.**—During the past summer, Rodowe Abeken, who has done so much to promote public recreation in St. Louis, has been serving as Superintendent of the playgrounds conducted by the Board of Education of the city. The study which Mr. Abeken has made and his recommendations to the Board of Education will mean much to the city's recreation development.

**Woonsocket's First Model Playground.**—Fairmount Playground at Woonsocket, Rhode Island, which has been laid out by Arthur Leland of Newport, presents some interesting features in playground design. The highest part of the field is twenty-six feet above the lowest portion known as the "Baby Playground." From this point the playground rises to the east, west and also to the south. The problem of making level playing areas without incurring prohibitive expense was solved by planning the grading at four different levels. The elevation of the baseball, football and athletic field is approximately 166 feet; of the baby playground 155.2 feet; of the children's playground 158.1 feet; of the tennis courts 154.75 feet. All the many other and varied facilities of the playground are located on a slope.

The entire ground is surrounded by thorn hedges carefully trimmed to make a living fence, and between the tennis courts is a vine-covered pergola for shade. There are innumerable boulders in the field which are to be utilized in making the stone retaining walls around the baby playground.

**In a New Jersey Community.**—Among the cities reporting on unusually successful playground seasons for 1924 is Ridgewood, New Jersey, a community of about 8,000 people, where the Beech-Union Street Playground, under the leadership of Mr. Robert S. Myers, offered a splendid program of activities. Some of the most encouraging features of the program was the spirit of leadership developed among some of the children who on their own initiative would take the lead in organizing games and activities. On the closing day of the season a play demonstration was held with quoit pitching contests, races for boys and girls, necktie and apron tying relays and balloon blowing races. There were baseball and volley ball games.

**Team Play for the Children.**—The opening last summer of four swimming pools in East Hampton, Mass., is a shining example of community team work. The Civic League undertook the task of arousing interest in the project and provided dressing tents; the Police Department guaranteed police supervision and the School Committee agreed to supply instructors at specified hours.



The Polish priest, at the request of the School Committee, gave the use of the parochial school ground as a playground.

**Getting Everybody to Help.**—Recreation workers are more and more finding it a valuable part of their work to interpret the recreation movement to local groups and thus secure their cooperation. Mrs. Frances W. Smith, Director of the city playground of Albany, Georgia, recently addressed the Pilot Club, a group of business women, on the subject of the local playground. The Club has promised to give some new equipment and will help with the work as much as possible.

It takes time, but it is worth while!

**Chattanooga Goes Ahead.**—"A most successful summer" is the report from Miss Clara D. Pindell, Director of the Playgrounds of Chattanooga. One of the noteworthy events of the program was the presentation of the Pageant of Play. Assisting the recreation officials in this event was the Elks' Club which furnished trucks and automobiles for over 3,000 children. Supper was served the children at the close of the pageant.

Last summer eighteen playgrounds were conducted. The following list of clubs and special activities and of impromptu activities explains in part, at least, why the grounds were so popular:

**Clubs and Special Activities.**—Open "house" for Community Chest baseball games between different grounds, scrap book making, wash rag dolls for soldiers' hospitals, band concert for ice cream supper, horseshoe tournament, flag raising, opening of three playgrounds, sewing club, croquet tournament, volley ball club, Kodak picture clubs, foot race, lawn party, lemonade party, swimming parties, picnics, doll show, better baby week, Tennessee Power Company picnic.

**Impromptu Activities.**—Tacky parties, health poster making, health talks, Boys' Day, Girls' Day, Special Children's Day program at each playground, story acting, cat and dog show, demonstration of life saving by Junior Red Cross and National Safety Council, athletic clubs, hikes.

**An Abandoned Canal as a Recreation Center.**—Mayor Daniel L. Cosgro of Cohoes, New York, has conceived the unique plan of utilizing for recreation a part of the old abandoned Erie Canal running through the heart of the city. The

city holds three large tracts situated in the southern, central and northern parts of the city. The southern tract containing about thirty acres will be the first to be developed into a great athletic field. The most interesting feature of the plan will be the probable utilization of the locks. One of them, 120 feet long and 72 feet wide, will be saved undoubtedly for a swimming pool. The walls are all intact, solid masonry. The partition through the center, if knocked out, will furnish the filling to raise the bottom to proper depth. Another lock somewhat similarly treated may be laid out in tennis and hand ball courts.

Plans for the development of the canal are being made by Mr. Arthur Leland of Newport. It is hoped that the first center will be opened in time for use at the beginning of the 1925 summer season.

**A Loan Library on Recreation.**—The Department of Rural Social Organization, New York State College of Agriculture, Cornell University, Ithaca, New York, has prepared a loan library of more than twenty books on recreation and social activities which will be at the disposal of any resident of New York State under the following conditions:

Books may be kept for three weeks only, and only one book is loaned at a time. The only expense to the borrower is the postage necessary to return the book to the College. The borrower is asked to indicate a second as well as a first choice.

**Camp Roosevelt.**—Camp Roosevelt, the camp conducted by Major F. L. Beals, Supervisor of Physical Education in the Chicago High Schools, has completed its fifth successful year. More than five thousand lads from ten to sixteen years of age, from all parts of the country, have enjoyed the wonderful facilities of the camp, on Silver Lake, Indiana. A summer school, R. O. T. C. and a junior camp are offered.

**Chicago's Singing Concerts.**—One of the splendid contributions of the South Park Commissioners to the South Chicago section of the city was the arrangement last summer of forty singing concerts at the ten parks of which the Commissioners have charge. The thirty-piece civic band provided the accompaniments and Harry Barnhart, of Rochester, led the singing. Each night from 4,000 to 5,000 people came together for the concerts. Neither rain nor absence

of electricity during storms could mar the singing.

Nor was there less enthusiasm at the parks where a large portion of the population was made up of foreign born citizens. At Russell Square in the shadow of the steel mills 5,000 people—95% of them Polish—joined in the singing of American folk songs, or listened with shining eyes as the band played Polish folk songs.

#### **A Mammoth Music Memory Contest.**—

Thousands of New Yorkers took part in a Music Memory Contest given by the Goldman Band in Central Park. Excerpts were played from forty pieces which have been given more than once during the summer. Only the principal air of each composition was given, the band playing with the same animation and expression as if going through the whole score.

Members of the Guggenheim family, through whose generosity the concerts were made possible, were amazed at the size and ardor of the crowd.

**A Musical Experiment.**—Evanston, Illinois, believes it is the first city to institute toy symphony orchestras as a definite part of the daily program on the outdoor playgrounds. Nine playgrounds had such orchestras in the summer of 1924, with memberships of from 12 to 20 children. The experiment has been very successful.

Evanston's recreation work is now on a year-round basis, in charge of a Bureau of Recreation, W. C. Bechtold, Superintendent.

#### **Special Playground Features at Cambridge.**

—The summer playground program at Cambridge, Mass., included street showers made possible by twelve sprinklers carried about the city, a series of public shows in the parks and playgrounds attended by large groups, and band concerts by neighborhood organizations which had been a feature of the picture shows. Through the courtesy of the Harvard College authorities, a playground was conducted by the Recreation Department on a plot of land owned by the College corporation.

**Recreational Features in Mobile.**—During the week of August 3 special events marked every night on the playgrounds of Mobile, Alabama. *Ye Olde Time Songe Nite* was the first, when the songs that mother and father, grandmother and grandfather, used to sing were revived. This was

followed on the next night by a spelling bee for children and adults. On Wednesday night came the popular *Funny Page Parade*. The playgrounds closed with a presentation of the pageant *King Leisure and Queen Joy*.

Through the activities of George Crawford, Commissioner of Parks, the city has acquired ten playgrounds for white children and one for colored, and greater activities are planned for next year.

**Training Young Citizens in Music.**—Council Bluffs, Iowa, believes in music, particularly in the development of music and musical appreciation in the public schools. Under the leadership of Lee M. Lockhart, Director of Bands and Orchestras in the public schools, remarkable progress has been made. Bands and orchestras have been organized not only in the high schools but whenever possible in the grade schools. There is also a consolidated band made up of members chosen from the entire system. In the spring of 1924, a triangular band contest was held between Omaha, Lincoln and Council Bluffs, Council Bluffs musicians carrying off the honors.

A fund of \$1,500 is being used to purchase instruments, which are sold on liberal terms to students in the schools. The Rotary Club has provided a trophy to the person judged to have done the most outstanding work in the department. The winner, whose name is engraved on the cup, has the privilege of holding it for a year.

**A Mother Goose Banquet.**—Community Service of Maywood, Illinois, aroused a great deal of interest in the work through a Mother Goose Banquet. The entertainment was produced under the direction of R. C. Oliver, Director of Community Service, and Mrs. Frank Andrews, volunteer Dramatic Director, with the enthusiastic assistance of a number of Maywood ladies.

#### **Blind, but Active Playground Participants.**

—Stone blind. Yet they pitch horseshoes and play ball! Almost any bright day Leo Hart, 21 years old, and his chum, Robert Scott, 23, may be seen at Playground No. 20 in Detroit, pitching horseshoes, playing ball or taking part in other playground activities. Both young men are totally blind. Leo, or "Bud" as he is called in the neighborhood, lost his eyesight as a result of a bicycle accident when he was 13. "Bob" Scott has been blind since early childhood.

Bud is champion of the two in both the "barnyard golf" pastime and the playground ball. "That's because he can hear better than I can," said Bob. And that explains how they are able to play at all. When they are pitching horseshoes someone else taps on the stake and they pitch to the sound. Very often it is Mabel Hart, Bud's thirteen year old sister. There is always someone on the playground to tap for them.

They pitch remarkably well, Bud often making a ringer. In playing baseball, the 14-inch variety, Bud likes to pitch. In this he also depends on sound. The batter taps his bat on the home plate and Bud puts them across about as well as the average playground player. He also throws to first, second or third with uncanny directness. Here again, the basemen help out by a clap of the hands. If a noisy motor truck goes by, the game stops for a minute.

In spite of the fact that it was a bicycle accident that deprived Bud of his sight, he still rides. Of course he does not ride in traffic but around the inside fence of the playground and in the street adjacent to it.

Both Bud and Bob are graduates of the Michigan State School for the Blind at Lansing. It was there that they met and became fast friends.

**Safeguard Skaters.**—George Hanlon, of the Department of Parks, Queens, New York, has devised a contrivance which has saved the lives of a number of children who had fallen through the ice while skating. The device consists of a ladder 23 feet long over the rungs of which rest two planks. At one end of the ladder is an extension ladder 4 feet long, folded up under the main ladder and held in this position by a long grappling iron 18 feet long, the end of which goes through a wire nose on the folding ladder. An iron spike attached to the end holds the folding ladder in position while a grappling attachment is affixed to the other end. The long grappling iron rests on one of the planks which covers the rungs of the ladders. When it is pulled, the folding ladder drops into a horizontal position, ready to be lowered into the hole where the ice has broken. The victim is able either to climb up the ladder or to seize hold of it. He is then swung into safety by the person operating the ladder.

The entire device balances on a cradle two feet nine inches tall, with a spread of three feet. The cradle is erected on two shoes similar to skis and is made of one-inch hollow steel tubing

which, according to the inventor, is stronger, lighter and more durable than solid metal.

**Never Idle!**—A more active community than that conducted in Ely, Minnesota, would be difficult to find. Every organized activity meets at the center regularly and during the past year at least forty-six organizations made use of the building.

The center contains, among other facilities, a rest room used every afternoon by women's organizations, a meeting place for the American Legion—a beautifully equipped room which is also used for large parties, a large assembly room, a dining room—the meeting place for all luncheon clubs and the scene of committee meetings of all kinds, and a library and reading room.

The building is administered by a council appointed at the recommendation of the organization's representative in the Council. The budget of about \$9,000 is appropriated by the city. Ray Hoefer is in charge of activities.



COMMUNITY SERVICE BUILDING AND TENNIS COURT,  
ELY, MINNESOTA

**Regulation Horseshoe Court.**—1. Space 50 feet long and 8 feet wide.

2. Distance between stakes 40 feet, for ladies 30 feet.

3. Set stakes in center of 6 feet square space inclosed by frame made of 2"x4" plank sunk in the ground level with surface, filled with clay. The frame is not absolutely necessary, well dampened clay around the stakes is essential to keep shoes from bouncing.

4. Two stakes made from inch round iron 30" long and 10" above level of ground, leaning toward each other two inches. Stakes set in cement will be much firmer.



5. When constructing several courts on one lot the stakes should be at least 8 feet apart.

(From Ohio Horse Shoe Company, Columbus, Ohio)



Used in the *Mack Bulldog*  
A GAME OF "HOSS-IN" REQUIRES A TECHNIC OF ITS OWN

**"Hoss-In."**—Near the northwest corner of the courthouse square in Gainesville, the county seat of Ozark County, Mo., is set a slab of cement about two feet square, with five little dents in its surface. Into these dents large china marbles are set, and here young and old play the royal game of "hoss-in." The grown-ups of the town are more expert at the game than the boys, and enjoy it fully as much. Usually the matches are played with two on a side, as in "doubles" of tennis. Some of the hill folks in this remote county which hasn't even a railway within its limits, have played "hoss-in" all their lives, and the accuracy of their shooting is something approaching the marvelous.

Marbles have always been as much the rage in the Ozark Mountains as pitching horseshoes in the rural sections of Kansas.

(From the *Mack Bulldog*, No. 1, Vol. IV., published by the International Motor Company)

**Amateur Baseball Makes Progress.**—Sixty-two amateur baseball teams played in the Amateur Baseball Federation organized and conducted by New Haven Community Service, under the leadership of E. L. Manning. It is estimated that 16,152 players' units played ball during the season of fourteen weeks, while 156,400 watched the games.

The Federation, which has closed its third season, was organized for the following purposes: to promote amateur baseball on a sound, cooperative basis, to help provide playing facilities and to encourage the playing of baseball along the line of true sportsmanship.

**The Gorgas Memorial Institute of Tropical and Preventive Medicine, Inc.**—The Gorgas Memorial, in memory of former Sergeant-General William C. Gorgas, has been organized to develop cooperation between the public and scientific medicine for the purpose of improving and protecting the health of people everywhere and establishing the regular medical profession as the recognized health authority. The national campaign will be conducted through the local press and there will be research into the cause, prevention and cure of tropical diseases.

Still another objective of the Memorial is the passage of proper health legislation.

Dr. Franklin Martin is Chairman of the Board of Directors. The executive offices of the Institute are located at 410 North Michigan Avenue, Chicago.

**The Spirit That Quickens.**—Ellen Gross Pontius, long a worker in Baltimore and in the national play movement, writes:

"As the time for the Home Play Congress draws near, I cannot refrain from sending you greetings and my best wishes for its success. Although I hardly expect to be present in body, I shall certainly be with you all in spirit. And it is the spirit that I believe should have the emphasis in this special Congress. We are living in such a materialistic age that the tendency is to take on a lot of activities and delude ourselves with the belief that we are 'doing the thing up brown.' Well, the trouble is that the thing is apt to be 'done brown,'—in fact, soon burnt out,—just as the Chinese party in *Main Street* was 'home play,' but the spirit was absolutely lacking. Maybe I feel strongly on this subject, because at home there was always so much of the real home play spirit, and here in our own home the two littlest children help us in vitalizing our theories along this line, whether it be in the kitchen in actually playing the *Muffin Man* while Mary Ellen sings and dramatizes quite vividly the old game, or in the nursery ringing the chimes from the tower of Daddy's feet."

ELLEN GROSS PONTIUS

**Baseball and Sportsmanship.**—Baseball is our National Game. Every boy and girl in the United States should play it. It should be made compulsory in the schools. Had Loeb and Leopold been made to play that game along with their other education, they wouldn't be in Joliet today.

—WILL ROGERS



# Juvenile Delinquency and Recreation\*

By

EUGENE T. LIES

I come before you in the role of a reformed social worker, one who has been redeemed from sin, redeemed from the sin of ignorance, of ignorance regarding the life-building and life-saving power of this thing we call play, recreation.

There are doubtless in this audience some historically minded persons who know that I have not always been in the field of recreation work, and that I was transmigrated into it from the organized charity world. Well, I am ready to confess that while in the latter line I was living almost in utter darkness as far as having any burning convictions on the matter of play necessity. I gave superficial assent, it is true, but not much more, and so I failed to use play as a factor in family rehabilitation. I sinned and sinned daily, and for years. So that's out of my system.

But there are still hordes of unredeemed souls not alone among the C. O. S.'ers, but in all lines of social work outside of the recreation field itself. Yes, I daresay there are some of them within these four walls right now.

Well, let's talk the whole thing over quite frankly—under the heading:

## *Juvenile Delinquency and Recreation*

First, the question: What is a juvenile delinquent? Let's see. Isn't this a pretty fair definition? A juvenile delinquent is a normal juvenile whom some delinquent adult has permitted to go off the main track.

What is the main track? The main track is the composite road constructed by adults and made up of many paths which intertwine, such as the path of honesty, the path of truth, the path of morality, the path of peacefulness, the path of self control, and the like.

In other words, if the psychiatrists are not leading us astray there is no such thing as a born juvenile delinquent, not even among the feeble minded. He who has been labelled so to be is a product of definite causation controllable by adults but a causation not effectively and rightly controlled by them.

Could we but nail this truth high to the mast, and have it read and reread and accepted of men and women everywhere, we should be taking the first big step in both prevention and cure of delinquency. Adults must humbly accept their solemn responsibility for child rearing. When just that thing happens in any particular instance then that adult is likely to want to know what child rearing consists of anyway. And there is the beginning of wisdom and there the hope of a new kind of parent of which the old world is so sorely in need in this generation of jazz and jungle living.

What *does* good child rearing consist of? What is the end product? The end product is a sound, agile body, a sound active mind, a rightly and self-motivating human being with attitudes that spell kindness, helpfulness, respect and adoration. But such a product is the work of homo-artists and so few homo-artists we have alas! so few.

The painter must have tools, know their nature, and their manifold possibilities, and he must have an ideal toward which his creative genius moves him.

The trouble with all too many guiders of youth is not so much that they are without man-building tools, but rather that they are ignorant of the nature of those tools, and of their manifold possibilities, and, furthermore, they have no ideal worthy of the name.

Now, what about play in this connection? Well, we are told that play for the child is life—creation—and that play for the adult is renewal of life—re-creation. If that be true, then here is a force that should command respect, attention, larger understanding in the field of homo-artistry. The recreation physiologists say that physical play for Johnny rightly applied can mean for him strength, motor agility, blood circulation, breathing power, right placement of vital organs, self confidence, disease resistance. And if he goes in for group athletics and games, Johnny is in for training in fairness, good sportsmanship, manliness, obedience to rules and subjection to leadership. He is on his way to good citizenship. If he fouls he goes out. If he wants to return he

\*Address before National Probation Conference, Toronto, June 23, 1924

must subscribe anew to the laws of the government. If this is not life, not creation, what is it? Isn't this sort of thing putting Johnny on the main track? And if he continues in it is there not a pretty good chance that he will stay on that main track?

The beauty of it all is that it seems the Good Lord has ordained that Johnny shall hunger and thirst for just such opportunities, for play is his most natural form of expression. He simply must be a good little animal before he can hope to be a good big man. When he doesn't want to play, better 'phone for the doctor. George E. Johnson has put it thus: "The Boy is a Whole Menagerie":

"He crawls like a worm  
He creeps like a turtle  
He dives and swims like a frog  
He walks like a quadruped  
He climbs like a monkey  
He runs like a deer  
He squeals like a pig  
Screeches like a parrot  
Hoots like an owl  
Whistles like a mocking bird  
Sings like a lark  
He digs, builds, roams, hunts, pillages  
hoards, tames wild animals, and makes  
boon companions of dogs  
He dams streams  
Makes toy weapons  
Descends beneath the waters, under the  
snow and into the bowels of the earth  
He ascends to housetops, into trees and  
there abides  
He tries the heavens with flying toys, ar-  
rows, balloons, kites, and aeroplanes  
He conjures with the stars, creates mys-  
teries  
Makes rhymes, composes songs and mu-  
sic, dances and fills the air with un-  
earthly din  
He teases, mimics, and acts many parts.  
He competes, does stunts, undergoes or-  
deals, fights, forms gangs, organizes  
clubs, and institutes rituals  
There is no creature in the heavens  
above or in the earth below, nor in the  
waters under the earth which he does  
not at times become."

May we not properly exclaim, "O boy, this is the life!"? It is his life. He is living through the history of the race. He is being educated.

In these processes he must not be thwarted. The means and environment for their exercise must be provided—by adults. The way must be made easy—by adults. There must be no repression but ample opportunity given for wholesome expression—by adults.

And yet, and yet! Legion is the number of those superior persons called parents, teachers, Sunday school leaders, clergymen, policemen, probation officers, and social workers generally who have not yet seen the light on this subject.

But wait, sir, not too fast at this point. Save some of your thunder. You'll need it later.

Specifically, what about those social instincts implanted deeply in all human beings? Where do they come in, in any discussion of play? They come in all along the way from the first emergence in the child of his fear of being alone in the dark or through his longing for membership in a gang, his shouting for his school or back alley team, his participation in group parties of young men and women and his membership in an Elk Lodge.

It is against nature for Johnny not to want to belong to something. Upon this very yearning lofty loyalties, and high standards of action, may be built. And that being so, how profoundly important it is that those loyalties be evoked and those standards be set by these groups and these leaders that are headed toward goals of decency and honor.

Well, parents, teachers, social workers, probation officers, etc., what about it? Do we know enough about this play instinct or hunger or whatever the psychologists want us to call it? Have we taken pains to study it and all that can be done with it under wise direction to build life and nourish right living, and with it all give satisfaction and joy—or, as to what can be done with it to rebuild the broken or re-beautify the marred life?

Are we still saying that asinine thing: "Johnny, you may go out to play if you will be good for the next two hours" when the truth is that he'll be good for nothing long before the two hours is up? Or, have we the altogether too casual attitude toward play and drawlingly say: "Yes, it's all right but—" and stop there? Of course, both these attitudes reflect ignorance. Let's get this thing straight. The child simply will play. He'll play right or half right and be benefitted, or wrong or half wrong and be harmed, depending upon whose or what ideas he follows. It is possible, the way is open for those who have any sort of parental relation to him to furnish the

right ideas and the right opportunities—provided they themselves possess those ideas and take the trouble to provide the opportunities.

Listen to the wise words of Jane Addams: "We may either smother the divine fire of youth or we may feed it. We may either stand stupidly staring as it sinks into a murky fire of crime and flares into the intermittent blaze of folly, or we may tend it into a lambent flame, with power to make clean and bright our dingy city streets."

Throwing stones at moving trains is a serious offense against the law, but to Johnny it is great sport until he is taught otherwise. He is simply answering the inner urge to exercise his throwing muscles and prove that he has eye enough to hit a moving target.

To Johnny stealing apples and not getting caught brings a glowing sense of achievement, but you can prove to him that he can get at least some of that same satisfaction through stealing bases without being caught. Why not give him the chance to do the latter?

In a certain large city 500 out of 800 girls arrested for delinquency in one year attributed their serious wrong doing to an originally innocent desire to find companionship in their off-time. Every analysis of causes of delinquency among girls in reformatories leads to this very same conclusion in a large percentage of cases. Seventy-five per cent. of the inmates of our penal institutions are youths under twenty-one years of age. Modern crime is a problem of youth. What a terrific indictment of parents, of adults generally and of communities!

There were 59,000 murders in the United States in a recent seven-year period. \$3,000,000,000 represents our annual loss from stealings alone.

It is said that \$500,000,000 are invested in our prisons and that their annual cost of maintenance is \$200,000,000 (also, that our total annual bill for dealing with crime is close to \$2,000,000,000). And yet in 1923 only \$14,000,000 was spent by cities in the United States for public recreation purposes. It costs a state around \$600 per year to care for one prisoner in a reformatory, and, on the other hand, one city recreation department reports that it can and does provide recreation for 7 1/3 cents per person per year. Many a feeble-minded person even could draw a common sense conclusion from these figures. Yes, even I could.

We must pay a bill at one end of the line or the other. Why not reduce our tax bill and our

lamentations about high taxes by providing more playgrounds?

In Chicago, Des Moines, New Orleans, St. Paul, Passaic, N. J., and many other places where careful studies have been made there was always found to be a marked reduction in juvenile delinquency in areas catered to by some new supervised playground or boys' club, the percentage of reduction ranging from 40 to 80. Passaic, indeed, closed its Juvenile Court five months after the Recreation Department began its work.

The Recreation Division of the Illinois Juvenile Research Institute during its three years of careful work with children labelled "delinquent" is finding upon analysis that in so very many cases repression of natural play instincts was at the bottom of the trouble, and that when the lid was removed by providing fitting recreation the delinquency was also gotten rid of. But the cooperation of parents, teachers, play directors, had to be enlisted in the process. Here is the finest kind of scientific evidence of the relation of constructive play to normal living.

Plenty of evidence is also in the possession of these Recreation Researchers of the dire indifference or ignorance of parents of these delinquent children and of the average social worker who had been dealing with these unfortunates and their families as to the need and potency of play in their every day life.

And right here I feel it a duty to elaborate upon this indictment. I bring as another witness Dr. Wm. Healy of the Judge Baker Foundation. In published Case Study Number 6 are detailed the facts about a most difficult confirmed young delinquent boy with a varied institutional record. Let me quote a few passages: "Within easy access there have been open places and woods where boys could play, but there have been no organized recreations."—"The home is particularly bare in interests and amusements for the boys."—"Neither is there very much social life (in the home). They have little or no company."—"The parents know almost nothing about John's companions up to the time he was ten years old, except that they were boys on the street."—"Had the mother been equipped with an intelligent sense of responsibility, certainly she could have found some way for this family to move, and could have given more attention to John's free time. He could have been connected with settlements, clubs or other centres of boys' activities under good leadership."—"As assets



utilizable for this boy's welfare there were his gregariousness and his liking for outdoor sports. It is clear that there was no skillful guidance whatever of this boy's native interests."

Hardly any comment is necessary except to say that here is a boy who has been cheated out of his divine rights with the result that he is an economic and social liability, a menace to his fellowmen. The parents had their chance and missed it. The social workers had their chance and missed it. The public authorities had their chance and missed it. (And here I would interject the statement that two million boys and girls in the United States come up to voting age, every year. What about the welfare of America?)

Let's have a little more testimony, this time from the Report of a Survey of Juvenile Delinquency in Rochester, N. Y., made by Henry W. Thurston of the New York School of Social Work under the auspices of the Child Welfare League of America. Sixty-four cases were studied intensively, including their treatment by social agencies. The report says that in only seven of the sixty-four cases does any special effort seem to have been made "by social workers to interest the young delinquent in some form of wholesome supervised recreation. Even in these seven cases no special mention is made of an effort at the same time to educate the parents and secure their cooperation to the same end."

And yet the records of these cases written by the social workers who handled them show these known facts according to the Report: "Among the instances of harmful and destructive uses of spare time improper use of an amusement park outside the city is mentioned at least eleven times—six of these also involving improper use of automobiles; pool rooms and misuse of movies, seventeen times; street corners, twenty-five times; gangs, twelve times." And undoubtedly that is only a small part of the miserable story.

Surely, one is justified in raising the question as to who are the greater delinquents in this whole situation,—the children or the adults who had a guiding and correctional relation to these children, but who failed miserably in the exercise thereof.

Am I possibly exaggerating as to the significance of recreation in life building? Listen to a few church authorities—and we must concede that it was not so long ago that many churchmen put a positive taboo upon play. But here is what Bishop James E. Freeman of Washington, D. C., says: "Hitherto we have recognized a trinity of

agencies, namely, the church, the home and the school, as fundamental and essential. Added to these today and next in order are the playgrounds and the recreational centres." Significant words!

The Social Service Commission of the Massachusetts Universalist Convention last year in its report urges these things among others: "Suggest play in every home. Have adequate playgrounds and indoor play centres in the community."

Says Professor Norman E. Richardson of the Religious Education Department of Northwestern University (a Methodist institution) in his book, *The Church at Play*: "It is largely through the proper use of leisure that the Kingdom of God will be realized."—"Recreation can be used as a means of redeeming surplus time."—"This subject of play has come to be one of the most serious matters which the Church can possibly take into consideration."—"To understand play is to understand life and to be able to direct the motives that find expression in play is to be able permanently to influence character."

This, you see, is getting up close to the altar. Indeed, in its best forms play is an expression of the best that is in us. Play in a very real sense may be religion. Something of this truth seems to have been revealed in the case of the nine-year-old girl whom the late Dr. Luther Gulick used to tell about. She was busily engaged one evening in writing when her father asked her what she was doing. She replied: "Please don't disturb me. This is very, very important. I'm on the Entertainment Committee for our Saturday Afternoon Club and I've got to prepare the program." Finally, the program was finished and it read as follows:

1. *Praise God from Whom All Blessings Flow*
2. *My Country, 'Tis of Thee*
3. *Waltz*
4. *Come Ye That Love the Lord*
5. *Two-Step*
6. *I Need Thee Every Hour*
7. *Love Divine, All Love Excelling*
8. *Hark, the Herald Angels Sing*
9. *Irish Dance*
10. *Spanish Dance*
11. *Where Is My Wandering Boy Tonight?*
12. *Barn Dance*
13. *God Be with You till We Meet Again*

All right, good people all—social workers,  
(Continued on page 466)



# Recreation or Re-Creation

BY

CLAUDIA WANNAMAKER

*Supervisor of Recreation Institute for Juvenile  
Research, Chicago, Illinois*

In August, 1920, a recreation worker was engaged at the Illinois Institute for Juvenile Research as an integral part of the Social Service staff. In addition to handling certain of the cases for her own experimental purposes, she has an advisory relationship with the staff social workers. The use of recreation is regarded not only as a definite part of the social treatment of behavior problems in children, but as a means of making observations which are helpful to the psychiatrists in their study of personality difficulties. The stimulation of a recreation point of view in social case work, and the case work point of view in recreation have been characteristic of this experiment from the beginning. In line with the latter purpose, a boy, who was referred by the director of one of the park centers as a problem case, was accepted for a more intensive observation of play interests and behavior than the director thought he was in a position to make. The six months' study furnished the material for this article.

This boy was eleven years old at the time he was referred. He was sufficiently tall for his age, but his slender build, fair hair and complexion and slurring speech made him appear several years younger. He was shy and diffident, laughed in an embarrassed, self-conscious manner when spoken to, and could seldom be induced to look at the speaker for more than a fleeting glance.

He was known to the park center about a year and a half previous to his examination at the Institute. He was in a manual training class for several months but never showed any particular interest in the work or in the completion of any article. He said he dropped out of the class when manual training was made a part of his school work. Because of underweight he was unable to join the gymnasium groups and was enrolled in a nutrition class where he attended and followed the health rules only fairly well. He never did anything flagrantly bad at the park, but he annoyed the leaders by indulging in many minor disturbances, such as burying a dead rat in the girls' sand-pile, pouring water on the slides and running away from the group when taken on

picnics. He liked to show off, but the play leader considered his ability too limited and his application too uncertain to allow him to take a definite part in the exhibition affairs of the center. With the exception of the park director and the park policeman who considered him "the worst boy who comes to the park," the general attitude toward the boy seemed a combination of kindly tolerance, mild exasperation and considerable pessimism as to his possible adjustment.

The home was a seven-room cottage located in a neighborhood composed of houses of about the same grade. The house was owned by the parents, and while the income was not large, it was considered adequate to the needs of the family. There were no connections with social agencies previous to registration at the Institute. Both parents were born in Poland. The father had been in the United States thirty-eight years, was a citizen and could speak and read English fairly well. Although the mother had been in the United States twenty-two years, she could neither read nor write English and spoke it only a little. The family associates were chiefly Polish, and only a Polish newspaper was read by the parents. There were two older brothers and a younger sister, none of whom presented any social problem. The only discord in the home was caused by the child's general attitude of irresponsibility and his "bumming" the streets until late at night. Both parents declared themselves unable to cope with his behavior, usually announcing this in his presence. He admired his fourteen-year-old brother, but he claimed to like his little sister best, giving as a reason, "She does what I tell her to do."

The boy was in the sixth grade at the time he was examined. This was correct placement for his age, and there had never been any serious difficulties at school. The teachers thought he was capable of doing a higher grade of work, and made observations of behavior similar to those made by the recreation leader—namely, restlessness and easy distractibility; many minor disturbances; a desire to be "it" all the time but with no especial ability to lead.

With the exception of restlessness and

underweight, the physical findings at the Institute were practically negative. By standard tests he was found to have a rating which placed him in the adequate intelligence group. The psychologist noted "very good attention; good abstract and logical reasoning ability; constructive visual imagination." The psychiatrist discovered no pathological mental condition. His restlessness was believed to be aggravated by corporal punishment at home. He showed a strong desire to dominate most situations but also some realization of his physical inadequacy. The personality diagnosis was "egocentric defense for a feeling of inferiority." In other words, lacking the physical or intellectual ability to lead, and at the same time, craving recognition, he tried to "put himself across" by petty disturbances. As we have seen he did succeed in attracting considerable attention to himself in this way.

The initial recreation interview covered the lines of general play activity. In addition, Professor Lewis M. Terman's blanks on plays and games were used. This test was devised for children of very superior mental ability. Of 100 questions referring to games and play of all description, he answered sixty-six correctly. His success ranked favorably with that of other children of average intelligence. He also did well in an adapted form of this test which is used in recreation interviews at the Institute, scoring correctly forty-four of a list of fifty questions.

The boy was non-committal in answering all inquiries in regard to the activities at the park which referred to him. Questions which did not apply specifically to that park were answered more frankly. He admitted that he did not care for clubs directed by an adult as he thought the leaders were "always so bossy." He did not care for group play at all, but preferred play with one or two other boys. However, during the interview the point at which the greatest amount of animation was shown was his account of a club to which he belonged. It had been organized by a few of the neighborhood boys about seven months previously, was called the "Hunters' Athletic Club" and met in the basement of the home of one of the boys. The leaders were his fourteen-year-old brother and another boy of the same age. The activities of the group were cards, baseball and "just sitting around talking." Apparently the club had few definite requirements, no ritual, and was loosely organized. He was evidently proud of being included in its membership. His especial chum was a boy of his same

age and with whom he had been friends since both boys were five years old. All of his comments concerning his friend were in line with the observations made by the psychiatrist. For example: "I'm bigger than Joe and can lick him; we like the same things; he does as I say." The only superiority conceded Joe was in the matter of wrestling.

The boy had a library card when he was nine years old, and for about a year attended the library on an average of once a week. He said he applied for the card upon the suggestion of his school teacher, and gave up library attendance when his mother refused to pay for a book he had damaged. Later he admitted he was bored with reading about that time. His favorite types of books were stories of adventure, stories of home life, biography and history. He did not like fairy stories—always thought they were "the bunk," and he characteristically explained that he did not read travel stories because "he never travelled." A brother often bought one of the daily papers which he read. He also read another at the home of his friend. The parts of the paper he enjoyed reading were the comics, sport scores, jokes and "Embarrassing Moments." His favorite comic was the "Katzenjammer Kids" for the reason that "they make lots of trouble." This choice might throw some light upon the pranks of which the recreation leaders complained.

The boy stated that he attended motion pictures once or twice a week. His favorite actor was Tom Mix because he "does thrilling stunts." His favorite actress was Eva Novak because "she is brave and rescues men." The best remembered picture was Robin Hood, which he had seen about six months before. So far as could be determined there was no imitation of motion pictures in his play.

No very clear account of what the boy did when he was "bumming" was secured. Although his replies to these questions were vague, the interviewer had the impression that this was due to the utter lack of planfulness which seemed to characterize his "bumming" and was not an effort to conceal delinquencies. The fact that no complaint of delinquencies ever came to light tended to confirm this opinion. A considerable part of his time was spent in hanging around a street merry-go-round, where he earned rides in exchange for carrying water for the motor.

Briefly outlined, social treatment in this case consisted of explanation of the problem to the

parents; explanation and constant reiteration of the necessity of a change in disciplinary measures; employment of a scheme of reporting hours of coming and going; stimulation of further feeling of responsibility in the fourteen-year-old brother; cooperation with the park director which will be further elaborated. All questions of dietetic care were covered by the nutrition class at the park. After a consideration of the neighborhood and social group to which the family belonged, it was considered inadvisable to initiate any Americanization program for the family as a whole. For the most part work with the boy himself consisted in friendly talks in which an attempt was made to appeal to his pride and to show him the unsportsmanlike character of his behavior; in various outings to discover play interests which might be utilized in a plan for adjustment, and also to observe the boy in his relationship with other children. These outings included trips to the Field Museum, hikes to the forest in groups numbering from eight to sixteen other children, a picture show in which his chum was included, and two weeks at a summer camp. The fourteen-year-old brother was invited on two of the hikes. The scope of activities at the park was too limited to carry out experiments in group placement. Activities at other recreation centers were considered, but as this plan necessitated a car ride of several miles and some opposition was expressed by the park director, the matter was not pressed. A careful record of all contacts was kept, a copy of which was given to the director of the park.

During this period no great change in home discipline was effected. In spite of reiterations the parents usually reverted to corporal punishment in behavior crises. However, the boy was sufficiently impressed with the procedure of checking up on his tardiness to make a considerable improvement. While the language difficulty of the parents was a barrier to their grasp of the reasons underlying treatment methods, mental attitudes which had been held for many years and slowness in adopting American ways of living were considered a more fundamental obstacle than inability to speak English.

At the end of the six months' study no outstanding play interest had been discovered. Response to play stimulus was superficial and rarely sustained to the close of an outing. The psychiatrist's diagnosis of behavior was definitely corroborated by observations. Remonstrances concerning unsportsmanlike behavior were lost in the boy's satisfaction over having attracted attention

to himself. When he was apparently ignored the result was misbehavior of a more exaggerated type. The attention which he received from the recreation worker at the Institute was evidently enjoyed and all invitations were accepted promptly and in a friendly manner. However, the boy continued shy and diffident with her, and while he always attempted to answer her questions, he was never spontaneous with her. To him, the worker was a "grown-up" and therefore someone of whom to be wary.

On the hikes the other children were as indifferent to him as he was to them. At camp he seemed to have no group consciousness and was mildly disliked by the boys, who nicknamed him "dumb-bell." The only boy with whom he became friendly was one who was considered "dull and backward." He frankly admitted he liked this boy because "he does just what I tell him to do." The most striking example of team work was noted in baseball for which he had a fairly strong preference. However, exercise of this nature could not be urged because of the underweight condition. Upon two occasions he responded in a manner which received favorable attention. On one of the hikes he challenged another boy to wrestle. The bout was called off when it was discovered that his opponent was not "playing fair." Up to this point the boy was barely holding his own but he had put up such a plucky fight the sympathy of the group was entirely with him. He received their praise very modestly and for the remainder of the afternoon was more identified with the group than upon any other outing. Upon another occasion, in playing checkers, he lost the first game. He accepted this in good spirit, and in the second game which he requested his movements were so carefully planned he won through superior playing.

The relationship between this child and his chum appeared to be one of mutual attraction and wholesome in nature. The latter accepted domination as a matter of course and apparently the subordinate role had no unfavorable results for him. Certainly it furnished an outlet for the boy's desire to lead, and it was observed that the more friendly, polite manner of the friend was imitated by him.

Before outlining the recommendations which were made to the park director it may be well to sum up the elements of the situation. These were, briefly: inadequate home discipline; adequate intelligence; a sense of physical inferiority; a de-

*(Continued on page 483)*



# Leaders in the Recreation Movement

F. R. McNinch

Four years ago a representative of the Playground and Recreation Association of America, while assisting in a local recreation campaign, was much impressed with the ability, leadership and statesmanship of the Mayor of Charlotte, North Carolina, F. R. McNinch. An appeal was made to Mayor McNinch to give himself to the national recreation service at least for a few years; that he would have an opportunity to use his knowledge of North Carolina and the South, and his leadership throughout this section of the country to help the nation just as effectively as he would if he were to leave his law practice to give public service in the House of Representatives or in the United States Senate.

Mayor McNinch finally consented to take district work with headquarters at Charlotte, N. C., his home, and after most effective district service for a year finally agreed to come to New York to help for a period. He served three years as Director of the Extension Department besides helping in many important special ways. Mr. McNinch has given much to the national organization. His rich experience of life, his unusual ability as a public speaker, his kindly spirit, his understanding of men, his trained mind, have made him increasingly valuable.

Mayor McNinch's story is one of special interest to municipal officials and voters, because of the manner in which he became so deeply interested in this movement that he gave up his office as Mayor, definitely renounced a lucrative law practice of twenty years' growth, and left the city of his home to put his weight behind the national movement for better recreation and a better America.

Camp Greene was located at Charlotte during the world war and through the recreational activity of this huge cantonment Mayor McNinch became interested in the possibility of similar activity for his own people. He therefore took the leadership in organization of a supervised recreation system for Charlotte. So remarkable were the results of this system in decreasing juvenile delinquency, improving health, and pre-

venting accident, that he became convinced that every city should adopt similar measures.

It has now become necessary for Mr. McNinch to return to his law practice. His deep personal interest and his influence especially in his own section of the country will continue to serve the recreation movement in a large measure. The Playground and Recreation Association of America rejoices to have had his help for so long a period and hopes that as time goes on more men of his standing in public life will for a period of time at least serve America through the Association just as other men serve by going to Congress or as Governors of states.

## Among Local Leaders



DOROTHY ENDERIS

In 1912 Miss Enderis was drafted from the teaching ranks of the Milwaukee Public Schools to assist in organizing the new Extension Department, of which Harold O. Berg was the first director. After Mr. Berg resigned in 1920 Miss Enderis was made director of the Department. Not only the social centers—of which there are now sixteen—but the free evening high schools, citizenship schools for new Americans and the summer playgrounds are under Miss Enderis' supervision. A bond issue of \$550,000 recently passed for the purchase of additional playground sites will greatly increase the responsibility of the Extension Department and its Director.



## A Year of Accomplishment in Rhode Island Recreation

By

ARTHUR LELAND

*Recreation Consultant and Landscape Architect,  
Newport, Rhode Island*

Rhode Island is the smallest and most thickly populated State in the Union, and also the State which stood lowest from a physical point of view in the draft examination of the late war. It is, therefore, a State where there is a great need for organized recreation.

Newport and Providence had long been pioneers in recreation and their work had for years been on a year-round basis. Many of the smaller communities, however, as was shown in an interesting recreation survey of the State made in 1923 by *The Providence Journal*, were without the necessary facilities and workers and organization service had become a necessity. The Playground and Recreation Association of America, in an effort to meet the need, has had a field worker in the State for about a year and most remarkable progress has been made.

The most important achievement from the point of view of State-wide development has been the passage of a State law which, taken in connection with other general acts defining the powers of cities and towns in regard to issuing bonds, gives Rhode Island communities comprehensive power in regard to recreation. This State law was put through the Legislature at a time when there was an absolute blockage of all acts, even finance bills for the support of State institutions being held out. In the House the act was introduced by a Democrat and a Republican moved for immediate passage by unanimous consent. In the Senate the act was introduced by a Republican and a Democrat moved for immediate passage by unanimous consent. The passage through the Legislature and the signature of the Governor required two and a half days. The text of the bill is as follows:

It is enacted by the General Assembly as follows:

*Section 1.* Chapter 47, of the General Laws, entitled of the powers of, and of suits by and against, towns, is hereby amended by adding thereto the following section.

*Section 24.* The City Council of any city or

the Town Council of any town may vote to establish a system of public recreation and may by ordinance or resolution vest in the school committee, or in the board in control of public parks, or in a board of recreation established as hereinafter provided for, the authority to establish, construct, equip, control and maintain public playgrounds, athletic fields, swimming pools, bathing places and other community recreation centers, and to conduct and promote recreation, play, sport and physical training, for which admission or other fees may be charged. If said City Council or Town Council shall vote to establish a board of recreation, said City Council or Town Council shall by ordinance or resolution specify the number of the members on said board of recreation, the manner of their appointment and the term for which they are chosen, and may provide that a member of the School Committee, a member of the City Council or Town Council and a member of the Board of Control of Public Parks in said city or town shall be ex-officio members of said board. Such board or committee that may be authorized to exercise said powers may conduct its activities on land and in buildings, adapted or adaptable for such purposes, owned by said city or town, with the consent of the committee or board in control of said property, or on land or in buildings that may hereafter be acquired for such purposes by gift, purchase or lease; and may also in its discretion take charge of and use any places or place which any person or persons may offer the use of for purposes herein enumerated. Said board or committee may employ a superintendent of recreation, teachers or other officers and may fix their compensation. Said board or committee may authorize the use of such property under its control for any other municipal purposes, or by any person, society, or other organization for such other public, recreation, social or educational purposes as said board or committee may deem proper. The respective boards or committees of two or more towns or cities exercising the powers conferred by this section may vote to unite as a joint committee for the purpose of employing a superintendent of recreation, teachers, supervisors and other officers, may fix their compensation, and shall apportion the amount to be paid by each of such towns on the basis of the next preceding Federal census. Such joint committee shall be the agent for each town represented thereon. Any city or town may appropriate money for the acquisition by lease or purchase or for the equipment of land or buildings for the purposes herein

enumerated; for the operation of such playgrounds and recreation places; and for the carrying on of such recreation activities.

*Section 2.* The provisions of this act shall not affect the provisions of any public law or special law respecting any particular city or town, none of which are repealed hereby.

*Section 3.* This act shall take effect upon its passage.

Signed by Governor  
March 15, 1924

At least three of the cities were ready to make their appropriations under the provisions of the new act while it was being acted upon by the Legislature. Working under the provisions of the act, within a week after its passage, appropriations were made making it possible to carry out the following program:

*Bristol* (pop. 13,000)

Board of Recreation established

Appropriation of \$1,500 for playgrounds (the largest appropriation heretofore \$500) and \$150 for bath houses

New playground and athletic field opened

Running two centers this season

Trained superintendent inaugurated and staff of five workers. Increase of four in personnel of department

Broad program including evening activities for adults

*Wickford* (pop. 3,397 Town of North Kingston)

Board of Recreation appointed

First municipal appropriation of \$1,000

Trained superintendent and two women workers appointed

Full-day program for children, including water sports; evening activities for adults

*Central Falls* (pop. 25,000) (most thickly populated square mile in the world)

Board of Recreation established

Appropriation of \$4,100, increase of \$3,500 over 1923

Three new playgrounds opened

Trained superintendent and staff of eight workers employed. Increase of eight in personnel over 1923

Full day and evening program, including activities for adults

*Woonsocket* (pop. 40,000)

Work placed under the Park Department  
\$5,600 appropriation made

Conducting of five playgrounds and athletic fields. Increase of four over 1923

Trained superintendent appointed with staff of sixteen assistant leaders. Increase of fifteen in personnel over 1923

Employment of recreation consultant and landscape architect to draw plans for the development of the park and play areas. Outdoor theater authorized

*Warren* (pop. 13,000)

Appropriation of \$1,500 for development of playground

*Pawtucket*

Institute for play leaders held under auspices of School Committee

## Juvenile Delinquency and Recreation

(Continued from page 460)

probation officers, let's join with those many other groups, the civic organizations, women's clubs, parent-teacher associations, chambers of commerce, educational, religious and labor bodies, who, I know (because my present work brings me in contact with them) are becoming increasingly concerned about the significance of our modern leisure time problem in this strenuous, complex era, and are beginning to wage campaigns, first against the vicious and destructive things in commercial recreation, second demanding the set up everywhere of adequate, wholesome and constructive play opportunities including music, art and other cultural things, for both children and adults, and who are thus helping to enrich life, and make it more abundant. Surely, we social workers must not idly sit on the side lines.

Yes, let's "Praise God From Whom All Blessings Flow" including the blessing of this precious play instinct. But let's not stop with mere praising; rather let's make full use of it in building and redeeming ourselves and in building and redeeming the precious youth we are privileged to touch. Let's add play to our therapeutic kit bags, learn how to use it skilfully, and thus become real homo-artists.

And so, "God Be with You till We Meet Again."

## How Lodi Did It

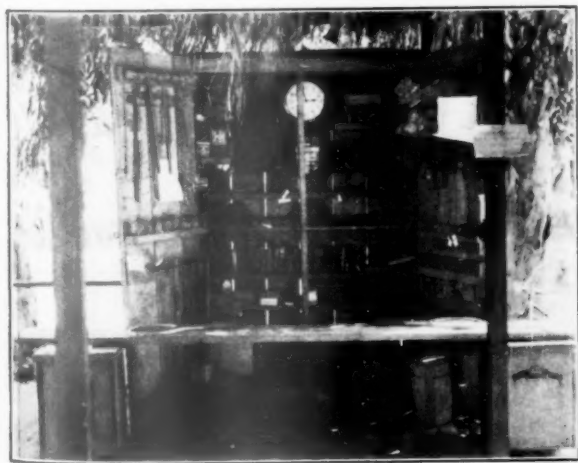
Last summer for the first time the Lodi, California Playground Department received its entire support from the city. The wise expenditure of a large part of the funds for leaders, plus a great deal of ingenuity in equipping the grounds, made possible a splendid season. And this is the story of how it was done:

The old camp ground next the park was taken over, filled in, equipped with two merry-go-rounds previously purchased, several pieces of apparatus borrowed from the Stockton playgrounds and a large number of home-made pieces manufactured by city employees.

### NOVEL HOMEMADE APPARATUS

#### *The Central Play Station*

A central play station, comprising an arbor with sandboxes, baby swings, horizontal bar, a large table for quiet games and an equipment closet, proved the center of attraction. The arbor was built in four 12' x 12' divisions 12' high, the central division, which was two feet higher than the others, supporting a 30' flag staff. The two wings contained sandboxes 12' x 12' with built-in seats extending around them. The rear division was used as a continuation of the central arbor and contained an equipment locker with a clock and 268 articles of equipment which were loaned to any child willing to assume responsibility for their safe return. Wooden frames attached to the rear division supported two donated basket swings, two homemade basket swings, two tire swings, one frame baby swing and a low horizontal bar. A



EQUIPMENT BOOTH, LODI, CALIFORNIA. (TAGS DENOTE ARTICLES WHICH HAVE BEEN BORROWED AND WHO IS RESPONSIBLE FOR THEIR RETURN)

large table in the central arbor was used for handcraft and table games.

#### *The Auto Swing*

Two automobile bodies were secured, placed face to face and matched to give a stream line effect. They were then mounted on cross beams and suspended by chains from two trees and two telegraph posts. Placed next the sandbox they proved a popular resort for mothers. For the benefit of the mothers and other adults benches were built around the bases of large trees.

#### *A Barrel of Fun*

A large barrel, a 2" pipe and a 6" x 6" post were used in contriving this fun-provoking piece of apparatus.

#### *The Climbing Rope*

Heavy manila rope suspended from a pipe extending between two trees was anchored to the ground.

#### *Flying Rings*

These rings, which were borrowed from the Stockton playgrounds, were suspended from pipes extending between convenient trees. One bar was used in conjunction with the climbing rope and two with a trapeze. All were snapped on and removed during periods when there was no leadership.

#### *High Swings*

A battery of two 30' swings was put up. The frame was built from discarded telegraph poles and a chain was used as the means of suspension. The entire space devoted to the swings was inclosed by a barrier of telegraph poles laid upon the ground as a warning.

One swing of medium height was installed between a telegraph post and a tree.

#### *The Jumping Pit*

A pit 16' x 6' was dug and filled with shavings, for use in high and broad jumping. The jumping standards and measuring devices were built by the directors.

#### *Jacob's Ladder and Slide Pole*

A chain ladder and slide pole borrowed from Stockton were suspended from a 3" pipe crossing between two convenient trees. Both were anchored to the ground.



*Horizontal Ladder*

An inclined ladder was suspended by cables and anchored between the trees. It proved a tremendously popular piece of apparatus.

*Teeters*

Four teeters were installed on a frame of telegraph poles, two of them being underslung for the use of smaller children.

*The Trapeze*

A trapeze made from a 1" pipe 3' long was hung from a pipe between two trees. On each side was a pair of flying rings. All were fastened by heavy snaps and made adjustable for smaller or larger children.

*The Wading Pool*

A wading pool 12' x 12' x 1' was built in box form with a wooden bottom covered with sand. The boards were spaced so that the pool drained itself each night.

*A Wheel of Joy*

A heavy wagon axle and wheel were donated. The axle was sunk into the ground and the wheel locked on. A large round table was fastened on the upper surface of the wheel.

*Courts*

A basketball court (convertible for tennis), a volley ball court, a regulation dirt tennis court,

two croquet courts and two tether ball courts were also included in the equipment of this one-acre ground.

Across the street was a combination football field, hockey field and ball diamond. On the south was the municipal park and on the west the municipal bath, both of which played a large part in the playground program.

## THE RECREATION PROGRAM

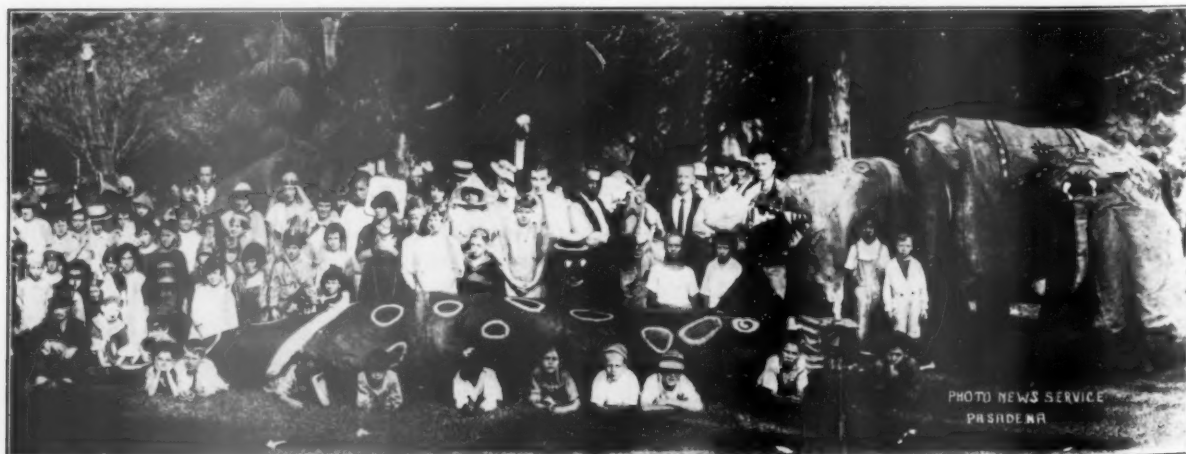
*For Children*

The program for children included playground ball and volley ball leagues, tournaments in tennis, jacks, horseshoes, checkers and beanbags, swimming and track meets, handcraft, story hours and games of all kinds. There were such special events as a pet show, playground picnic, Boy Scout Day, Stockton Day and a two-day fete, the chief event of which was the presentation of a pageant called *The Sun and the Seasons*.

*For Adults*

A city league for twilight baseball was organized and each night several hundred people put off their evening meal to watch the games. On one evening a week the playground was kept open until 10 o'clock so that the parents might leave their children there while they enjoyed the band concert. Two horseshoe links were kept constantly busy, while radio programs entertained large numbers of people.

Mr. Alex Cruz, Playground Supervisor, has made a number of recommendations for the extension of the program and the acquisition of more land.



PART OF THE PASADENA PLAYGROUND CIRCUS

## Judge Landis Endorses Junior Baseball Tournament

On September 19, Judge Kenesaw Mountain Landis made a special trip from Chicago to Cincinnati to attend the championship baseball game marking the close of the Junior Tournament in which eighty-four teams of boys under thirteen years of age had taken part under the auspices of Cincinnati Community Service. The following letter endorsing the plan of the Junior Baseball Tournament and urging its extension was sent by Judge Landis to Will R. Reeves, Executive Secretary of the Cincinnati Community Service:

"We need not fear any loss of the best traditions in the Great American game so long as boys of grade school age can find a vacant lot to play in. No one need urge the average normal boy to play baseball. His desire to emulate those he so easily sets up as his heroes,—and a place to play are all that is necessary.

"We must not, however, by our inertia or indifference permit the time to come when the small boy will look in vain for a place to play. Nor will we—if the growth of the playground movement in the last ten years can be taken as an indication of our interest and concern in the leisure hours of our children. But—we not only need more playgrounds—we need more kinds of playgrounds. The conservatism of most City Fathers has given us playgrounds so limited in number and area that they are now not only carrying more than the traffic will bear, but are so small that we have had to substitute playground ball with its large soft ball, smaller bat and greatly reduced playing area for the regular game of hard ball.

"In this day and generation, we are thinking somewhat differently of games and play than did our fathers. We see in them, when properly conducted under skillful and sympathetic supervision, a medium through which children unconsciously adopt certain fine standards of conduct as their own. Watch the sand lot youngster as he plays the to him most important game of his life—and that, if you please—is as often as he plays the game at all. He is in a world of his own—where only the best he has in him is accepted by his team mates. They expect no excuses and accept no apologies. He is expected to be out

there trying every minute—and in most cases, that is precisely what he is doing. Devise some means to carry that energy, enthusiasm, initiative, loyalty and cooperation over into his school studies and you have made the school as attractive to the boy as is his vacation period now.

"On the occasion of my last visit to Cincinnati, my attention was called to the Boys' Baseball Tournament for boys under thirteen, conducted by the Community Service organization of that city. Over a period of three weeks, eighty-four junior teams competed for the title of city champions. To insure strict adherence to the ruling that no boy over thirteen years of age would be permitted to play—an employee of the Board of Education was engaged to look up the birth record of every boy whose age was protested by a member of the opposing team. Upon several occasions, members of the Red team—Rixey, Rousch, Duncan, Luque, Donohue, Walker and Fowler, officiated as umpires.

"The championship game was held at Redland Field, Friday afternoon, September 19th. Boys of thirteen and under were dismissed from their classes at two o'clock. Business men availed themselves of the opportunity to witness a simon pure amateur game. Several orphan asylum bands were present to enliven the occasion, and at the conclusion of the game I distributed the medals to the winning team.

"To allow such a movement to remain purely local would be doing a grave injustice to the thousands of boys the country over who are longing for just such an opportunity to be afforded them. Here is an opportunity for recreational agencies, Rotary, Kiwanis, Lions, Civitan, and other civic clubs to do a fine piece of work for the under-privileged boy. Under-privileged—not in the sense of suffering from a physical handicap—but because of the barrenness of wholesome, constructive leisure time activities offered them.

"Those who are interested and who wish further information as to the details of organizing this Junior Tournament, I refer to Cincinnati Community Service, 204 Southern Ohio Bank Building, Cincinnati, Ohio.

"I heartily endorse the movement and urge those whose concern is the welfare of the younger boy to do all in their power to make this a national movement.

"Yours for more and better baseball,

(Signed) "KENESAW M. LANDIS"

# Chinese Girls at Play

By

VERA V. BARGER

*National Director of Physical Education and Recreation, National Committee of the Young Women's Christian Association of China, Shanghai, China*

"On your marks"—"Get set"—"Go." . . . The field-day at True Light Middle School, a Presbyterian Mission School, had begun when six lovely Chinese girls dashed off down the athletic field, attired in their loose trousers and upper garment, while their long pigtailed floated out behind them. Such freedom! Such excitement! Such joy!

The class honor was at stake! Class and school banners were being waved by the dozens of schoolmates sitting on the hill at the side of the spacious athletic field. One could easily imagine one was at home in America—if one could forget the trousers a moment—and one can. They were just girls to me—girls who love to play for it is their right! Other events followed closely. The basket-ball and baseball throw, a "volley-ball tennis" game and a regular baseball game (indoor rules, of course), with tennis later in the afternoon. At the side stood a table with some beautiful trophies on it, and a Chinese and American flag on either side.

Yes, this is New China!

The next day I went to talk to a group of primary school teachers. I talked about the educational value of play, and when I asked if they taught their children any games, I was told they did not know any themselves. I have visited many of these little primary schools, and to my sorrow I have found the children just standing about at recess. Some have been playing with the shuttlecock on cold days, but nothing else have I seen.

I visited a private normal school for girls (these usually have a primary school as well). I watched their physical education class, which con-

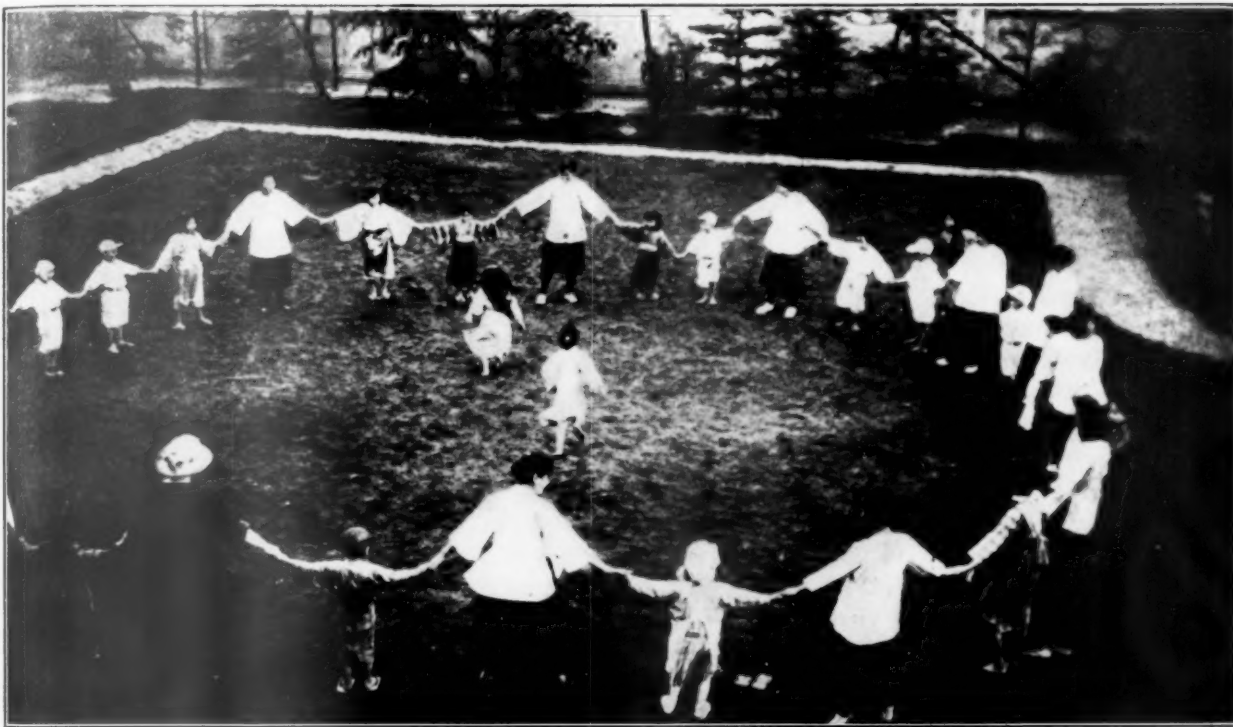
sisted of Chinese boxing. This is composed of many different tense, hard positions. I saw the girls execute these for almost thirty minutes straight without any rest. When I asked if these little ones had any play, I was told they had one hour a week of games and the rest of the time was spent in boxing. This is Old China.

I wish I could take you to the Y. W. C. A. in Canton on a Saturday afternoon in spring, when you would see a team from a mission school playing a team from a Government school in "volley-ball tennis," a game originated and played in Canton. Play has been the first thing that has brought these two groups together on a common ground. Here the girls are learning their first lesson in sportsmanship. It is evident to watch them that the experience of playing before people is very new to them. Sometimes the team which did not win goes off in not too good a spirit, but more often they go off cheerfully—depending much on whether they have had the instruction of a well-trained physical director.

I wish you could walk down the broad road that has recently been opened up by tearing down the old city wall and removing many stores and homes that border the narrow streets. Then we would turn off into a tiny narrow street. Ricshas are not allowed here, for the streets are too narrow and the pavement is not made for them. How often we shall have to get to the side to allow chair-bearers to pass, for this is the common way tourists have of traveling while visiting the fascinating shops in Canton. Where do the children play? In the middle of







their father's tiny store which opens directly on the street, or right in the street, where hundreds of pedestrians pass so continuously.

What a joy to step inside the big gate just at our side, for a new world opens to us. Here is a school yard with some swings, a slide and a swinging log all covered with children! Only a few have this privilege—there are between three and four hundred girls in this school, all so crowded together. But what of the millions who have no place?

Walk along the river with me and see the dozens and dozens of little ones whose whole lives will be spent on a boat—and a tiny one too, where they have a string around their waists to tie them to the boat in case they should get too near the edge (which is all too near them) and fall in! This is Old China.

While talking to a group of church women in Foochow on the great need of Christians concerning themselves with this big question of play and recreation for the young people of China, I asked them if they ever played with their children. This was one answer. "If we played with them, they would no longer fear us, and then we could not control them." I felt she was not only answering for many women in China, but in many parts of the world as well. But why not get that control through the development of the play spirit?

When I visited this city and asked what I could do that would help most, I was told that the greatest need among the schools (for this is where we must begin) was games. About one hundred and thirty girls gathered twice a week to learn the games which we at home have played for years, and which have such a vital place in our national life. I have always said you never see a group of Chinese girls at their best until you see them in a game. There they forget themselves so completely, and you see free, spontaneous girls thoroughly enjoying themselves. It was evident that this was very much needed. Echoes came back from various schools and churches that the girls and boys were having such good times playing these games.

Mr. Y. C. James Yen, the originator and promotor of the "Popular Education," says one of the greatest needs of China today is the teaching of games. Thousands do not know how to read, a thing which fills so many leisure hours for so many of us, and brings us joy. The only games they know are a few associated with gambling, which brings sorrow in its train. Along with the teaching of the Chinese characters, part of the hour is given to play, for he believes in it as a character builder as well.

The darkest side presents itself as one goes along the street and sees hundreds of children not in any school, playing about in their stores

and in the street. You may chance to pass a big factory just as one shift is leaving and another coming, and here again you see a sight that grips your heart—hundreds of little boys and girls working long, long hours in a factory, deprived of their right to play and no place to play! Modern industry has invaded the Orient and is robbing it of its childhood.

There is much that is going on that is not visible to a passer-by on the road, but behind many of those high gray walls at least a few children are being given a chance. The mission schools in so many parts of China realize the great value of play, and are providing for it in their school compounds. I wish you could see the Ginling College girls at play. Many of them for the first time are learning to catch a ball. Their wise director is not cooping them up in a gymnasium when the lovely out-of-doors is so inviting, but instead they play ball of one kind or another during their four required periods each week on their athletic field—and then put in many extra hours, for they have just discovered the joy that comes from play. When winter rains come, they resort to their spacious room where they have folk-dancing and other forms of wholesome exercise.

Then what a joy it is to step into our own school, where we are trying so hard to give the girls a real conception of the value of physical education. You will see thirty fine-looking girls, dancing or playing team or group games or any of the various things physical directors are taught to do. Then to follow them into the various schools and associations where they are teaching is an even greater joy. This has been my privilege. When I ask them what I can do to help most, they always say, "Talk about physical education, for our students and teachers do not understand what we are trying to do, and they do not think it very important." So talk I do, and it helps keep alive the spirit that will some day help to emancipate the women and girls of China. For our students are the pioneers who are blazing the trail. I shudder when I think how few years Chinese women have been outside of those high walls which surround their houses, and what a responsibility we have to help keep that light burning in their hearts, to encourage, to stand by, to *care*!

Just as I was leaving Canton a long editorial came out in the daily paper, urging that the city provide space for play as it was developing the

city plans for improvement. How encouraging it was to know that the Young Women's Christian Association is already planning to use the ground it owns as play space until the time arrives when buildings will be erected there. A swimming-pool is to be the centre of attraction. Chinese girls must learn the art of swimming for already the demand is being made on them and they must meet it. Other schools, too, are planning for pools. There will be play space for children as well as an athletic field for older girls, especially students.

One of the most encouraging sights I have seen was in Nanking. I was eager to see the old examination halls—at least, the remnant that is left. Acres had been covered with these tiny rooms where the old-time examinations had been given. Today these are torn down, except a very few left as curios, and a park space is being developed instead. All this in the last four or five years, too—a healthy space in those once crowded quarters!

Then came word from Chengtu, Szechuen, of a playground. This is from far-away West China almost to Tibet. Peking, Tienstin and many other places are making play more possible for girls, and our own graduates are taking the lead. One of our students from central China told me one day that her brother wrote her that he was building a new house, and if she would send the dimensions of a tennis-court he would have one put in. The interior of China! Yes, it is coming! Play must have its rightful place.

Not only Chinese girls are playing, but Japanese as well. When the challenge came from the Japanese girls it was too much for the Chinese girls! Volley-ball invaded a good many schools for the first time. What excitement! Was it right to go when Japan treated them so badly? They went, and it opened the eyes of many a girl in the Orient. They were the best sports I have ever seen! They played hard and to the end, but were beaten fairly and squarely—yet the friendliest of feeling existed. It not only brought girls of three countries together, but it brought the mission and government school girls in many parts of China together for the first time, and play was the common denominator.

Practically all this has happened in the last twelve years. I wonder what the next twelve will show? I feel sure it will show countless

(Continued on page 502)

## The Belgian Playground Story

By

W. A. WIELAND

*Division of Junior Red Cross, League of  
Red Cross Societies*

When, in December of last year, the three thousand children of the La Louviere primary schools paraded on the new playground, it was quite easy to notice that they were under-average children physically. However, I did not at that time notice Ty, the hero of this tale. It took a more striking misfortune than the shivering, in company of hundreds of schoolmates, to bring him to my attention. This misfortune occurred on the first Thursday on which the playground was open. Everyone played with ardor, with such ardor that none thought of stopping to eat the four o'clock snack which is part of the régime of the Belgian youth. And when it grew too dark to play, everyone crowded into the field house and clamored for a good warm shower to remove the playground grime. This was accorded to them, in relays. On the last relay were Ty and five companions. They divested themselves of their clothes, and proceeded to scrub themselves under the rain of warm water. But in their weakened condition the day's play, the abstinence from the customary repast and the unaccustomed bath were too much for them. Ty started to walk across the floor in search of a fugitive morsel of soap, when he slipped, fell, and didn't get up. I picked him up and laid him on a bench to see what was the matter. He was quite unconscious. And it was not five minutes before his five companions had followed his example, and were all on the floor in a fainting condition. It was an alarming condition, but one which was speedily remedied. The six were rubbed dry, dressed, put near the stove in the big game room, and given hot tea to drink. This started the cure which was completed by slices of buttered bread and pieces of rice custard pie. Soon all were well and cheerful. Nevertheless, I decided to watch these youngsters and consult with their parents as to their condition. From Ty's mother I learned that he was ten years old and had always been subject to fainting spells; that she gave him the best care she could, but had not much time to give to him, as she had

been abandoned by her husband and kept a small public house to earn a living.

I will now jump to Ty's final appearance in this narrative, omitting all the months of faithful attendance on the playground which prepared the triumphant denouement.

The scene is the basketball court at Jumet. A match is about to commence between the men of Jumet and the men of the playground course at La Louviere. But the La Louviere team can only muster three men. Nothing to do but to fill in with some of the La Louviere boys who had followed their older friends to cheer them on to victory. "Yes, Roger, you are pretty solid, you may play. And Robert can try his luck at forward. Ty? Oh, no, mon petit, you're quite too small." But at the crestfallen look on the youngster's face, I was obliged to qualify the prohibition: "Well, perhaps you can take Robert's place the second half." And by the light of joy in the lad's face, I could see that my "perhaps" had been taken as a promise.

The first half, hammer and tongs! Robert and Roger work hard, and the three grown-ups persevere valiantly. But Robert cannot see the basket, and his partner rings only two. And Jumet, attacking hard, gets an equal number. Four to four is the score at half time.

Ty is on hand to claim his right to play. So into the game he goes, replacing Robert at forward. His opponent, a lanky Sunday school teacher, towers mightily above him, but Ty is undismayed. The second half starts. Jumet gets the jump, and passes right to the goal, but misses the throw. Roger passes to the center, the center finds his forward, who passes toward Ty. But what chance has the little fellow against his giant guard? More than you think. They are both after the ball, but it is Ty who gets it. And he is not the lad to lose the ball on a wild pass, but he drops it to the ground an instant, and then passes low around the leg of his adversary to his team-mate. Then he breaks for the goal, receives the pass, and coolly throws the basket, while his big opponent is still looking for him. Cheers from the crowd.

But Ty is not through. In a few moments he sees his partner grab the ball from a melee under the goal, beats the field to his own basket and, receiving a long pass, adds two more points to his team's score. A third time he repeats the feat, and the game is saved. The 4-4 at half time is changed into a 15-6 victory, and Ty, tiny Ty, the "enfant debile" of last December,



is the hero of this September day. He has saved the men's team from defeat.

I'll wager that Ty appreciates the sacrifices made by American school children to bring a playground to the town of La Louviere.

The Children's Fete which concluded the La Louviere course was in the nature of a test for the student monitors, as well as being a celebration for the children, for it was the monitors who organized all the dances, races and games. It was a gay and busy afternoon, which attracted a good gathering of people from La Louviere and the surrounding country. M. Dronsart, the Director General of the Belgian Red Cross, was there and was much satisfied with the results.

M. Dronsart has recently returned from a trip to America. He remarked to me, "There is one of your American games that is a great rage in your country, which is quite beyond the little Belgians. That is baseball. I am sure that it will never succeed here."

He could not have made the remark at a more opportune time, for a baseball match, organized by Messrs. Bandries and Ballasse, was on the program. After seeing Jules make a fine stop of a hot grounder, and throw Ty out at first, after seeing Oscar's three-base hit, and the fast double from Thibaut to Delhelle to Folie, he had ample evidence on which to base a change of opinion. (I might say that in fact the Belgians are the only European children who really get the spirit of baseball to such an extent that the game continues even after the instructor leaves them.)



LITTLE SLAVITZA BUYS A DRINK OF LEMONADE FROM AN ARAB PEDLAR IN BELGRADE, JUGO-SLAVIA

## Recreation in Russia

By

SOPHIE BOGEN

*Los Angeles, California*

I felt a little like the small boy seeking the house with the golden windows as I travelled throughout Europe looking for ideas and inspira-



A LITTLE CITIZEN OF ROME PLAYING THE WRONG KIND OF GAME—CHIANTI-BALL

tion for my recreation work. Much that I saw was interesting and charming, but not markedly different from that which I had seen and known in America. But when I reached Russia, where I spent the winter, my quest was rewarded.

Out of the suffering and agony of that strife and famine torn country comes a spirit and a philosophy for education and recreation that will bring salvation to Russia and, I believe, a contribution to the world.

The spirit of experimentation is strong. Sometimes this spirit brings failure, other times it meets with success, but at all times there is a great effort to make the children strong in the things in which the adults have found that they have failed.

One of the interesting phases of the school system is a children's theatre, where weekly the

*(Continued on page 484)*

# The Design of Swimming Pools as to Operation and Sanitation \*

BY JACK J. HINMAN, JR.

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Most of the work of designing swimming pools has fallen to the local city engineer, the local architect, or to some other person who might be expected to be familiar with the general type of construction into which tanks fall. Frequently the person selected tries to get information about the design of pools from the engineering papers or from trade literature, and he finds some material there. Unfortunately, a goodly part of the material that he will find in the magazines available is not good material—at least it is not good material from the standpoint of operation and sanitation.

The data to be found in these papers concern chiefly the excavation, the reinforcement, the expansion joints, and the concrete shell. In other words, the articles are about the very parts of the work with which the engineer is most familiar, and on which the competent man is not so very likely to go wrong. But the swimming pool is something more than just a tank. It is not just a place to store a lot of water. It is a place designed for a very special use, whether it be an indoor natatorium or an outdoor one.

The purpose of this paper is to explain why the ordinary tank is not a satisfactory swimming pool, and to mention some of the features which should be taken into account in the design of this type of equipment.

## DRAINAGE AND DIMENSIONS

To begin with, we will admit that the basin should be tight, that it should be designed with the expectation that the temperature in indoor pools will range from a winter temperature to at least 85 degrees Fahrenheit, and that the walls should be designed so that the basin may stand full or empty with ample safety. The pool should drain completely and reasonably quickly, without the backing up of water in the sewers.

The minimum length of pool in which athletic records may be made is 60 feet; therefore this is the minimum length, except under unusual con-

ditions. Five-foot swimming lanes are required, and, therefore, it is a good idea to design the width of the pool so that it is in multiples of 5 feet.

The most satisfactory depth range is from about 3 to 7½, 8 or 9 feet. Where young children in any number are to be among the patrons, the 3-foot depth may with reason be lowered to 6 inches, or even to zero. There is no necessity for a great area of deep water. To be sure, there should be deep water at the points where divers will enter the water, but there is no need for water over 4½ to 5 feet deep for the rest of the swimming. Indeed, the greatest fault with most of the pools in use to-day is that they have too much deep water. This is particularly true of the large outdoor pools.

Deep water means increased water capacity. That means uneconomical design, for the water must be paid for, and in many cases it must also be heated. More important than this, deep water restricts the use of the pool. Most people who use a public pool are not able to swim well; at most, they paddle around a little. Many never take their feet off the bottom. If there is a large area of deep water, these people, who constitute the bulk of the patronage, are herded together in the shallow end of the pool, where they are subject to less sanitary conditions than if they had more space.

About 90 per cent of the area of a large public pool should be shallow area; that is, the water should be 5 feet deep or less. In a small pool, nearly the same area of deep water as in the larger ones is necessary for the divers. However, an area of deep water across one end of the pool and about 10 to 15 feet wide ought to be ample. Where spring-boards or towers are used, the deepest point should be below the place where divers from the tower or spring-board will enter the water.

College pools and others that are to be used for contests and meets, may with reason have a larger

\*Courtesy of The American City Magazine.

proportion of deeper water, but since most of these pools also are used for swimming classes, the deep-water area should not be a great deal more extensive.

The deep end of the pool should be the end away from the entrance to the enclosure or pool room. The dressing-rooms and baths should be located at or near the entrance. This arrangement will tend to keep poorly qualified persons from getting in the way of divers, and will lessen the danger of accidents through such interference, and also through non-swimmers falling or being pushed into the deep water. The scheme of putting the deep-water area in the center of a large pool has much to recommend it. It may be assumed that only the strong swimmers will get out to the diving platform and tower in the center of the pool. Occasionally, some swimmer will reach the platform after a fatiguing effort and will be afraid to attempt the return trip, but, of course, life-guards should be on the raft or platform and would help the swimmer back to safety, if requested.

#### IMPORTANCE OF SCUM GUTTERS

The second error of construction, in point of frequency, is the failure to provide scum gutters entirely surrounding the pool. Some of the companies that get out pool literature apparently overlook this essential feature, and advise merely surrounding the basin with a pipe life-rail. A life-rail of some sort is essential to the safety of the individual bather, but it is better to use a combined scum gutter and life-rail than a mere pipe. The common commercial types of scum gutters are cast so that the lip of the water channel fits the hand and provides an excellent handhold, while the channel itself forms an expectoration and overflow trough, and a passage through which all surface wastes and dust may be carried away to the sewer.

Dust and collections of floating matter in many cases may be flushed away merely by raising the water-level and letting the overflow carry it into the scum gutter and so on to the sewer. This floating matter is unsightly and difficult to remove when a gutter is not provided around the whole pool. I have seen outdoor pools where it was necessary to attempt to bail out the dust, dead frogs, grass that had blown into the pool, and similar debris, by the use of a bucket. It was a time-consuming and imperfectly successful job. Yet in one of our foremost engineering journals the designer of that pool recently described the

overflows as being ample and gave them the chief credit for keeping the pool in a satisfactory state, with only secondary mention of the chlorination boat—the thing that actually did the work. Much of the material discharged from the noses and throats of the patrons of the pool will float, and will collect at the point where the dust gathers. The sooner such material goes down the sewer, the better, for it is potentially very dangerous. Most pool operators try to see to it that the bathers spit into the scum gutter, where there is one. Others simply say, "Do not spit in the pool." But the man who is in the middle of the pool must spit somewhere when he takes aboard too much water, and he can't take the time to come clear over to the edge in such an emergency. When a scum gutter is provided, however, the bathers will use it as much as they can, and every bit of dangerous matter that can be kept out of the pool water should be kept out, by all means. Of course, the scum gutters should drain quickly and completely.

#### THE RUNWAY

The next thing to be spoken about is the runway. Many of these are entirely too narrow; many of them are made of material that becomes very slippery when wet or that is not easily kept clean. The greatest trouble comes from the way that the runways are pitched to drain. They ought, of course, to drain away from the pool sharply enough so that a bead will not need to be put on the pool edging. A serious error is made if the drainage from the runways is led to openings that carry it down into the scum gutter and subject it to the danger of being carried out into the pool. The runway drainage carries much dirt and a lot of very objectionable bacteria, and it also ought to reach the sewer as soon as possible.

Personally, I like to see a raised edge about a foot wide and about 6 or 8 inches high all around the pool. This definitely separates the runways from the pool, prevents drainage of all sorts from getting in, and allows scrubbing and flushing of the runways without any possibility of the wash water's being carried over the edge. On account of the possibility of tripping over the raised portion, it should be lined or marked so that this raised edge will be quickly noticed.

Beads on the edge of the pool make it hard for swimmers to get a suitable start in races, since the foot must be tilted so that the toes are raised. A square corner rounded at the edge, with a



curve of short radius, is the best type of edge from the swimmer's standpoint.

#### HOUSING OF INDOOR POOLS

The height of the room in which an indoor pool is placed is an important matter. The old type of dark basement pools is passing out of existence. They were neither attractive nor easily taken care of. Nowadays the greater number of pools are housed in large rooms with plenty of window space or with skylights to supply illumination during the day. The fact that the air of pool rooms is saturated with moisture calls for special water-proof finishes and the elimination of iron fixtures as far as possible. The iron fittings rust and cause stains on any light-colored substance over which flows any water that has condensed on, or come into contact with, iron.

Ventilation by windows alone is unsatisfactory. During cold weather, the cold air from the outside blowing into the room causes clouds of condensed water to form. This is objectionable from its effect on the fixtures and on the comfort of the bathers. Cleaned air warmed in winter and provided by a series of ventilating ducts is preferable.

The height of the pool room should be at least great enough so that divers from the spring-board are not endangered. About 12 to 15 feet is needed between the top of the board and the ceiling.

#### KEEP SPECTATORS FROM THE RUNWAYS

When spectators are allowed to move about on the runways where the swimmers are, there is bound to be more or less tracking of undesirable dirt into the enclosure, and the consequent carrying of the dirt into the pool on the wet feet of the bathers. Visitors' galleries, grand stands and similar places should be provided and definitely separated from the swimmers' enclosure.

Every one realizes, I suppose, that the lining of the pool should be of the smoothest, most impervious material that can be secured for the money available. The lining should also be as white as possible. A white, smooth surface is most easily kept clean, and by reason of its apparent cleanliness is most attractive.

#### SWIMMERS' LANES AND OTHER LINES

It is desirable to mark the walls and the bottom of the tank with dark lines adapted to the

use to which the pool will be put. In tile-lined tanks, the dark lines may be of dark green or black tile. In general, the lines that are most desirable are swimmers'-lane lines. These lines should start well above the water's edge and be continued without break for the entire length of the tank and up to the corresponding height at the other end. Using these lines, the swimmer can keep within his lane, whether he keeps his head above the water or swims face downward with his eyes open under water. Additional lines for water basket-ball and water-polo, and the line on the tank showing the jack-knife limit, 6 feet from the end of the spring-board, are desirable.

It is desirable, also, when possible, to show the distance from one end of the pool to the other. This may be done by placing a small mark at every foot, with every fifth or every tenth foot numbered. These marks are useful in watching the plunge for distance, and are helpful at other times. Signs about the pool showing the depth at definite points are well worth while, as they may prevent persons from diving into shallow water, or from going in beyond their depth.

*(To be concluded)*

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Our spare time is usually far too scanty. We must use it the more cannily; steal leisure in the trolley; catch leisure by the tail as it escapes us after lunch; domesticate the shy pet before dinner. All the week we must be miserly, indeed. But on Saturday afternoon and Sunday we can get away to walk or skate. We can venture, in libraries, through far realms of imagination. In body and in mind we are free. Let us hold to this weekly freedom. To surrender it is to domesticate the demon of fatigue.

The antidote for fatigue is rest; rest in the wider sense, including play, sleep, peace of mind. We must get these things. How? By buying them with our spare time. Let us use that with our best intelligence. So employed, it becomes the elixir of life.

From: "Listening In," by Henry Copley Green, Boston Metropolitan Chapter, American Red Cross  
Printed in *South End Almanac*

## What High School Pupils Do for Recreation Outside of School

By

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We hear various statements as to how the modern American high school students spend their leisure time. The best way is to see what they have to say about it themselves. Through the assistance of Miss Gertrude Olson, a student of mine in Community Recreation, a study was made of 1,076 high school pupils ranging from 14 to 20 years of age. These were selected from the two leading high schools of the city. The distribution of these was as follows: 9th grade—204 boys, 194 girls; 10th grade—135 boys, 81 girls; 11th grade—123 boys, 144 girls; 12th grade—78 boys, 117 girls; total—536 girls and 540 boys. The question asked was, "What do you do for recreation outside of school?" In answering this most of them gave two or more forms of recreation that they practised outside of school. However, 57 different activities were mentioned.

This is indeed a "theater going" age. This form headed the list of the "57 varieties" with 57.3% or 617. It is an activity that holds its own with both sexes—309 boys and 308 girls chose it. The next in order is hiking, with 57.2% or 615. It is represented by 302 boys and 313 girls.

It seems that many of our high school students find time to read and consider it a part of their recreational program, since 48% or 520 mention it. It is not confined to girls as 221 are boys and 299 are girls.

The public schools of the city are emphasizing baseball at this writing. This is shown in the fact that 44% or 475 are playing baseball. Of this number, 334 are boys and 141 are girls.

Tennis appears with a second to baseball—34% or 207 girls and 161 boys are playing. As warm weather comes, swimming becomes increasingly popular with both sexes as shown in the number of 182 girls and 176 boys. During the winter months about 19% of the high school pupils spend most of their recreation skating.

Dancing is a favorite recreation for 224 high school girls and 109 boys, or 31%. Auto-riding is very popular at this time of the year. It was chosen by 29% or 313, distributed as follows: 125 boys and 188 girls.

All the recreation is not non-productive, as 21% or 229 named gardening as a favorite recreation. Of this number, there were 143 boys and 86 girls.

The fine arts are not neglected by the modern high school pupils, since over 20% (225) of the replies mentioned unsupervised music. Of this number 54 are boys and 171 are girls. Closely associated with these is the supervised music group, which is composed of 13% (144) or 34 boys and 110 girls.

It is gratifying to note that only 4% play pool as a means of recreation. Radio is attracting the interests of the boys. This is shown by the fact that 130 or 12% spend most of their leisure time that way.

The summary of totals for the remaining activities mentioned in the replies are as follows:

Athletics (general)...	82	Picnicking .....	29
Auto Repairing.....	81	Playing Horseshoes....	9
Art Work.....	46	Storytelling .....	6
Basketball .....	121	Sewing .....	77
Boating .....	32	Skiing .....	38
Boxing .....	19	Social Affairs.....	204
Boy Scout Activities...	103	Track work.....	15
Card Playing.....	76	Volley Ball.....	22
Camping .....	68	Writing .....	14
Coasting .....	61	Wrestling .....	7
Croquet .....	17	Y. M. C. A. Activities..	74
Caring for children...	42	Y. W. C. A. Activities..	78
Cooking .....	71	Bicycle Riding .....	65
Church Going .....	252	House work.....	140
Camp Fire Activities...	78	Shooting Dice .....	6
Fishing .....	88	Window shopping.....	3
Football .....	135	Street car riding.....	3
Golf .....	149	Soccer Ball .....	2
Horseback Riding.....	60	Hand Ball .....	4
Hockey .....	9	Archery .....	2
Hunting .....	24	Marbles .....	8

The greatest danger that is threatening civilization today is materialism. The growth of materialism has far outdistanced the mental and spiritual development of man. The human factor must not be swallowed by the machine or civilization is doomed. It is for the chemist to teach this doctrine more than anyone else, to add humanism to his specialization and save the world from materialism. Our great cities are the most uncivilized of anything man has yet devised.

From address before the first general session of the 68th annual convention of the American Chemical Society, Sept. 9, 1924  
By Sir Max Muspratt of Liverpool, England

Even the chemists appreciate the necessity for community service.

## As It Seems to an Outsider

What is the effect of pageants on those who see them? Do they like them merely as spectacles, interesting chiefly because of the large numbers participating, or do they really catch the significance of them? These are questions which recreation workers often ask themselves.

The following, taken from the Christmas number of the *San Francisco News Letter*, was written by a citizen who was unknown to the Recreation Department of Oakland, and who witnessed the pageant as an outsider. The reaction of "Mr. Citizen" cannot fail to be encouraging to workers who are trying to help communities express themselves through pageants and celebrations.

Mr. Austin Lewis, who wrote the letter, says:

"If I were asked to name the most esthetically significant social event of the State of California during the year past, I should most unhesitatingly award the palm to the Christmas Pageant which the People of Oakland gave at the Auditorium.

"Of course, to say that the People of Oakland gave the pageant is more or less of a fiction, for the people did not give it, being, as a mass, incapable of anything so charming and free from vulgarity, but it was given by the Recreation Department of the City of Oakland which, thereby, vindicated itself as a body possessed of judgment and of fineness of feeling, to say nothing of a capacity for unlimited work and patient toil.

"As a matter of fact, I do not know a single member of that Recreation Department and have never seen one of them, but I take this opportunity of saluting them as a body capable of sweet thought in a murky atmosphere and one which can keep a clear light of faith and beauty growing amid all the murkiness of the inherent and incurable Babbitry with which Oakland as a city has been so completely cursed.

"But if the dear people cannot originate, they can at least appreciate, and it must be said to their credit that they came to the pageant in such numbers that even the capacious auditorium could not begin to accommodate them and they stood in hungry thousands outside, unable to participate in the spectacle which many of their sons and daughters were providing inside.

"That was a rather deplorable state of affairs, for, of course, everybody in Oakland was entitled to see a performance which was so decidedly municipal, and that anyone should be so deprived was, to say the least, rather saddening. That

brings us to another matter. Considering our climate and the fact that outdoors is practically available all the year round, may it not be the fact that the stadium or some such form of structure is better suited to our needs than a four-wall building, which, however large it may be, is bound to grow too small in time. As for pageants, the fact is that they depend for the most part upon the extent of space which can be better furnished in the stadium, and upon masses of color which can be better managed in the open air than in a covered place where free passage of light is interfered with by walls, which throw shadows and complicate effects.

"However that may be, the pageant in question was held in the Auditorium on two occasions before at least eight thousand people of all conditions of life, from the colored people of West Oakland to the Portuguese of East Oakland, with all the intermediate grades. The fact that the program was found so universally acceptable was due to the skill, one might almost say the genius, for large scale production, shown by Mrs. Emelie A. Hollington, who has evidently a store of those gifts which made Kiralfy famous and who, given a chance, would be able to prove that there is a new and splendid field in modern social life for the development of a new form of public art based on the massing of great numbers, which are in themselves so significant by mere virtue of their bulk, as to be completely impressive and indeed rather intoxicating.

"The modern Russians, since the Revolution have found that truth too, and have invented a new form of mass declamation which we are assured competes, if it does not vanquish in effectiveness, the massed choirs of the Crystal Palace competition in the Hallelujah Chorus. Here again, it is a question of numbers. The Germans have tried to produce the effect by massing the audience, so as to take part with the performers in great plays, which require huge numbers of performers, as in "Robespierre" and we are informed that the results are staggeringly striking. Of course we do not claim any such significance in the way of effect for our Oakland pageant, but there was behind it the same appreciation of the value of mass-work as a spectacle, and the same realization of color-values as have placed the dramatic events referred to in the forefront of human achievement in that particular direction.

"For example, just imagine the effect of teams of reindeer made up of young girls twelve to six-



teen, full of life and spirit, driven by bigger girls in white, careening around the floor of the Auditorium at full speed! Such an exhibition of youth and beauty and vigor not even the finest ballet in the world could give, for such ballet lacks the spontaneity and love of pure fun, the actual play quality, which these girls showed. It was one of the most lovely spectacles which the writer, a hardened watcher of spectacles, has seen, and in its very simplicity was a touch of that genius to which we have already referred and which, by a hundred minor and almost unnoticed refinements, made the spectacle not only memorable as a public ceremony, but quite notable as an esthetic achievement.

Another quite beautiful spectacle was that of some hundreds of little girls of three to five or six years of age who represented snow girls and, dressed in white, running in large masses, gave the most striking and touching effect. There was a pathetic loveliness about this which actually brought tears. And this result also was obtained by numbers. A dozen or so little girls, so dressed, would have produced a beautiful but meager and over-spiritualized result, whereas the large numbers brought an added softness and increased delicacy to the spectacle. It is just in this matter of numbers that municipal shows have the advantage for, with the great amount of material which they have so inexpensively at hand, no private effort can ever hope to compete.

Space would not permit a detailed description of this quiet epoch-making performance, and it is not the intention to relate here the story of a year ago which will, in all probability, be quite eclipsed by what is to be given this year. We simply wish to point out that Oakland, owing to the possession of a group of people of marked ability in its Recreation Department, has been able to act as a pioneer in a form of entertainment which makes it possible to bring back into modern life some of that community spirit in play which has so marked former times and in which we have been so lamentably deficient. Of course the condition precedent to any real accomplishment is the social spirit in a much more developed form that we enjoy at this time in San Francisco. Oakland has shown that such a spirit is possible and it should be the work of our people to bring the same spirit into being here.

## Dramatics as a Sport

Can dramatics be presented on the same basis as golf and other sports as a means of providing recreational opportunity?

Walter Hartwig, who for several years has been Director of the Little Theatre Service of the New York Drama League, believes it can be done and to prove his theory he has organized the Manhattan Players, whose main object will be dramatics as an avocation, not a vocation.

A play workshop will be conducted where plays will be prepared, rehearsed and presented in a regularly equipped theatre with a properly appointed stage and before a subscription and general audience. The same opportunities in the workshop activities will be given all members whether they are definitely endeavoring to enter the professional theatre or not. Two plays a week will be presented, a new play being added to the repertoire each week. The plays will be long, plays making a full evening's entertainment, but in each series of six there will be one bill of special one-act plays. The selection of plays will be both modern and classic. The modern plays will be works unfamiliar to regular theatre-goers, either those that have never been produced or have had production and shown good qualities but were unable to draw immediate large audiences. From the classics will be selected those plays of literary value interesting to the student of the drama but not able to intrigue the regular theatre-goer.

For persons otherwise engaged but interested in dramatics the Manhattan Players will afford an opportunity to experiment with acting, directing, designing and painting scenery, lighting effects, construction of properties, the writing of plays and the study of their technique, publicity methods and theatrical business management. Neither in intent nor purpose is the organization to be considered in any sense a school, but it is bound to prove an educating influence for those interested in the theatre but not of it. The group asks to be considered and judged purely as an avocational theatre, where individuals with ideas and talents can make accomplishment its own reward.

Further details regarding the Manhattan Players may be secured from Walter Hartwig, General Director, 226 West 47th Street, New York City.

## Saturday Matinees in Highland Park, Michigan

A most interesting community experiment has recently been tried out in Highland Park, Michigan. It began with the need of the girl groups who were studying folk lore, folk dancing and other club work for an opportunity to express the dramatic instinct which is part of every child's make-up. With the enthusiastic support of the schools, the Recreation Commission of Highland Park met this need by giving a series of monthly Saturday matinees, which was sponsored by the Highland Park Women's Club, a very strong organization of women who have given much time and thought to this delightful community entertainment. Ostensibly the matinees were for the purpose of raising a fund towards the expenses of the Recreation Commissioner's summer camp for girls and that maintained by the Women's Club, but the real thought back of it all went much further than that.

The Camp Fire Girls and the Blue Birds and other girl groups have all worked faithfully to perfect some contribution which would be acceptable to the managers of the matinees. Masques, dances and little plays have been worked up by the different groups who sometimes even wrote their own acts and helped to costume them. The workshop at the "Wigwam" on the Ford Athletic Field, where the Commission has its headquarters, has hummed like a hive as the young workers and volunteers from the Women's Club have assisted to fashion the dainty or grotesque garments required, have made paper flowers and garlands or dyed the cheese cloth draperies which made the programs so full of color and beauty.

The program given Saturday, April 5th, at the Highland Park High School is typical of all. The program began with a musical number and was followed by a prologue which gave a hint of what was to follow. *The Flowers of Spring*—a rhythmic pantomime presented by twenty-one Blue Birds representing violets, daffodils, spring beauties and bluebells—preceded a story dramatization of *The House in the Woods*. *Story of the Seasons*—a masque written by two members of the Blue Bird group which put it on—was a charming dancing number with the solos and ensemble worked out by the young actors. An old English country dance, *Newcastle*, given by a group of High School girls, created the atmosphere for the presentation of an old English folk

play, *Springtime of 1620*, by a group of Vesta girls. The dramatization of *Jack and the Bean Stalk*, with a realistic ogre who elicited shudders from the youthful auditors, and a short moving picture completed a most delightful program which was enjoyed as much by the young actors as by the audience.

The opportunity for rhythmic and dramatic expression, the lesson in design and color in a program of this kind, means more to the impressionable mind of the child than can easily be told. To be a part of such a program creates a desire in each child for perfection in their work as Camp Fire Girls or Blue Birds. They not only learn in the most direct way the possibilities of the old folk tales and songs and dances, but they learn how to adapt them to their own use. They discover that expensive garments are not necessary to create an atmosphere of beauty and charm. To be able to contribute something to these programs that will be worth while is the ambition of each group and no practice is too long, no work too hard if they feel that they will have the opportunity to take part in one of the matinees. They learn the value of being on time—of taking their work seriously. They learn team work and a great deal more.

One little girl who was cast for the Rooster in the *House in the Woods* had a most realistic crow which grew better day by day. When asked how she learned it she said she practiced it with a rooster which crowed under her window every morning. It was this same little girl who when asked by her teacher if she liked her rooster costume said enthusiastically, "Why, Miss Marion, I could just eat it."

The matinees which began as an experiment have justified themselves. The older people who have worked with the younger ones have learned much of child psychology. No child has appeared twice on the programs and over 300 have taken part in some capacity. Every child who wants to do something is given an opportunity. Groups who ask to have a part are assisted to work out something which will be acceptable. Where a doubt was expressed at the beginning that there would not be enough talent to carry out the series it has been found that there is an embarrassment of riches. The standard has risen steadily and the children themselves realize that to appear they must give something which will have real artistic value.

The monthly Saturday matinee has come to stay in Highland Park.

## A Movie University

By

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The movie is at present an educational institution very nearly comparable with our school system from the kindergarten through the university. Mr. Hayes estimates that there are twenty million people in daily attendance. This attendance is six or seven days a week and fifty-two weeks a year. These figures look too large. They are probably twice the attendance at our public schools, where the average does not exceed fifteen millions a day for not more than thirty weeks. The impressions produced on the screen are much more vivid and permanent than the impressions produced by the printed page, especially on children, and the less cultivated who have never fully mastered the mechanics of reading. The movie has an unquestioned place in education. The indications are that it will be used more and more.

If we are to have the movie fill a larger and larger place in education, the scenarios also must be written by people who know the subjects they write about, and they must be produced under their direction. Are we not ready for the movie university?

There are many forms which this idea might take. But suppose an ample foundation of, say, fifty millions, and all the departments of a regular university. A school of drama and acting should be its big professional school. It will be the place of the department of history to so produce historical films that the great events of the ages in their true setting will become a commonplace to every boy and girl. One aim might well be Americanization by the graphic portrayal of events in the lives of great Americans and crucial moments in American history. This same type of work could be done in literature, geography, geology, botany, sociology and many other subjects.

Such a university should have a strong school of drama and acting to produce the scenarios. It should have a research department with well equipped laboratories for studying the problems connected with the production of pictures.

Instead of being a separate university it might be the visual education side of any of our regular universities. If so it should have a separate endowment that would enable it to put into screen

form any contribution that the university had to make. Such a school might also be a department in a school of education, if it did not become over stiff and pedagogical.

Many of our larger universities, during the last few years, have begun to train amateur actors, some of whom have gone out during the vacations in regular performances. The next professional school may well be a school of drama and acting. A movie department would fit naturally into such a school. The films could be handled through the Extension Department and through exchanges with other universities. Each university might thus in the course of time secure a collection of films that would be adequate for educational use throughout the state.

The first trouble with the movie is in getting films produced that are worth seeing, the second is in getting these better films to the people. If a school or a church decides to use films in its work, it has great difficulty in securing satisfactory ones. It can get advertising films free or for little, but also of little appeal. If it uses the regular exchanges it either has to go on a circuit and wait its turn or pay a much higher rate. The films available are seldom satisfactory, and it often takes a long time to secure any particular one. The State Departments of Education, the State Library, or the University Extension Divisions are an easy solution to the distribution of educational films.

The churches are working under a yet greater handicap because it is yet more difficult to get satisfactory pictures. Yet a good share of the instruction in the Sunday School might well be given through Bible pictures and other films intended to develop a social sense. The modern city has pretty largely outgrown the academic essay of the ordinary pulpit. At most churches the audience is small at night. In many the church has given up its evening services altogether. A movie which would present social conditions in a way to elicit wider sympathy and co-operation for human welfare would revive the attendance and have a real message.

Many churches and school systems now have good facilities for presenting films. The new high schools are mostly equipped with moving picture machines. They have an auditorium, which belongs to the people, already heated and lighted, often with a seating capacity of a thousand or more. At ten cents per admission a full house will yield a hundred dollars an evening, and the film may be given to the high school in



the afternoon free. Many high schools and elementary schools are already running such a service.

The development suggested is not a mere dream. Much of it is already a fact. The best social hygiene film in the field, "How Life Begins," was produced at the University of California, six or seven years ago. Some dozen new ones have recently been made at the Medical School of Johns Hopkins. During the last four years Yale has worked out many others, of which these are only examples. Some seven years ago the Legislature of California appropriated \$200,000 to the State Board of Education for the production of educational pictures. But this appropriation was vetoed by the governor. For a number of years Mr. Edison has been developing at Llewellyn Park a series of educational films, covering the entire curriculum of the elementary school. In the platoon schools of Detroit one day each week the auditorium period is given to the presentation of moving pictures, with two or more classes in continuous attendance. Many if not most departments of university extension are already distributing educational films.

## Recreation or Re-creation

(Continued from page 463)

sire to dominate, which found expression in relationships with children who were inferior to him; a desire for recognition which found expression in minor disturbances; a physical condition which prevented participation in the only activities for which he showed preference—baseball, boxing, wrestling; no other definite play interests; a distaste for group play, probably because such play thwarted his desire to lead, though possibly due to a preference for "bumming" and his loosely formed gang; a vaguely defined prejudice against adult leadership; susceptibility to praise. On the basis of this analysis the following recommendations were made by the Institute:

"The objective in treatment is to stimulate in this boy a desire for a new type of group recognition. However, arbitrary placement in a group is not advised. At first appeals should be made to him as an individual. For example, small responsibilities which he is capable of assuming should be entrusted to him. Recognition and commendation for such performances should be

If a man working an eight-hour day making a whole pin is replaced by a man working a ten-hour day making part of a pin and not knowing how the pin is made, that is not civilization, but terrible degradation.

Suppose everybody began work at eight o'clock in the morning and quit at ten o'clock. They would ask themselves: "What on earth are we going to do with ourselves the rest of the day?" Some would bore themselves watching football games for twelve hours a day. Others would think they could enjoy themselves listening to classical music the rest of the time, but I can tell them that they would loathe the name of Bach after a fortnight.

Presently people would have to develop new wants and a new civilization, particularly as mathematicians and physicians working all the time would cut the working day down to half an hour.

GEORGE BERNARD SHAW

"Four extra hours' leisure is used to good advantage. 'Workmen often require education or experience with the value and use of leisure to make them willing to give up some daily income in exchange for it.'"

"In the work of the committee on work periods in continuous industry created by the Federated American Engineering Societies, the importance of properly using the leisure time which might be made available through replacing the twelve-hour shift with the eight-hour shift was considered. In the report of the committee, entitled 'The Twelve-Hour Shift in Industry,' the importance of leisure is stressed, and it seems to me clearly to follow that with the expansion of the eight-hour day there comes an insistent demand for more recreational centers of all sorts, whether for young or old. Obviously, in addition to providing the facilities, such institutions must be properly manned, and from personal observation I am convinced that through such activities there is a wonderful field for worth while service."

H. E. HOWE,

Editor of *Industrial and Engineering Chemistry*

prompt and moderately conspicuous. Pampering is strongly advised against, and a performance must actually merit praise. A more advanced step in the plan would be entrusting to him duties where the welfare of the group is at stake.

"Cooperation in health work should be secured by holding up a definite objective such as ability to box and wrestle rather than insisting on his living up to the health rules for health's sake.

"The friend Joe should be included in any plan made inasmuch as the relationship is a positive one and might be utilized.

"The fourteen-year-old brother should be appealed to by calling him into consultation and explaining to him the purpose of whatever plan is outlined. This method will appeal to his pride and present an attitude of responsibility toward the boy, and will utilize the most hopeful element of the family situation."

Follow-up inquiries on this case six months later revealed the following: There is a new director at the park and the recommendations have not been carried out. The boy is not identified with any activity at the park although he hangs around there occasionally and plays pranks as formerly. The manual training teacher now definitely tags him a "nuisance." School work is not even so well done as before and the teacher thinks he will not pass his grade this year—his first repetition of a grade. The family reports continued "bumming" which often necessitates a search through the neighborhood between eleven and twelve o'clock at night. "Bumming" is still confined to the immediate neighborhood and no complaints of behavior have been made. A brother reports that he has added "crap shooting" to his list of accomplishments. The stakes are usually marbles and pictures of actors, but several times he has been found playing for money.

Whether this boy might finally become adjusted through the type of treatment recommended is a question which can be answered only by making the experiment. Whether such a plan involves more individual attention than the recreation center is in a position to give is a matter which can be decided only by a definition of objectives. If the objective is merely providing entertainment for large groups at a low per capita cost then the plan is not feasible. Just how long his behavior will continue on this same plane is a question. Timidity may prevent his doing anything more serious than has been noted. However, there is the possibility that his same desire for recognition and new experiences may lead to

a more pronounced type of misbehavior. Should a study be made no doubt this boy would be found to be only one of a considerable number of boys and girls who drift in and out of recreation centers. If plans for them are to result in recreation in the true sense of the word, something more than a place to play and equipment is essential. Perhaps this "something more" is an open-minded attitude toward departures from the beaten paths of recreation schedules; a non-moralistic attitude toward the "smarty child who wants to be it" and an attempt to discover the personality characteristics underlying such behavior; a realization that the desire for recognition and new experiences is the chief element of the selection of leisure time interests and more fundamental than "rules and regulations" governing group activity. But along with this "mental hygiene point of view" there must also be a willingness to fail, for there are some children who will not be able to make an adjustment even when individual emphasis is placed upon their difficulties. However, the same point of view is applicable, for there are few failures which, if analyzed, do not throw some light upon the study of behavior. This reason apart from any other seems to justify the time involved in dealing with personality problems, not only from the standpoint of an individual child but from the standpoint of the mental health of the community.

A very real problem is presented here. THE PLAYGROUND will welcome experiences and comments along this line.

## Recreation in Russia

(Continued from page 474)

best talent in Moscow plays children's plays for children. This institution, which is carefully developed, is too tremendous a subject to be described here. It must stand alone, for it is based on one of our greatest principles in modern education, education through recreation, the joy theme of human behavior.

Another well-organized institution is the Children's Library. Moscow is divided into districts, each district having its own library for children up to the age of sixteen. These libraries are used as social centers and have club rooms and handcraft rooms. Many of the Russian children have not yet learned to read. Universal education has come into being only since the revolution.

(Continued on page 486)

## Timpanogos Cave National Monument

A miner, while prospecting among the precipitous ledges of American Fork Canyon in 1915, was startled by the cry of his son. The boy climbing along a cliff felt the loose rock give way and found himself engulfed in a small dark cavern. The miner investigated and later with candles slid down a long chute just large enough



to allow passage of a person prostrate. He entered a mass of caverns with many confusing and puzzling openings. The beauty and uniqueness of the cave soon became apparent and he immediately located it as a mining claim, proposing to keep it secret and later extract and sell the onyx and fantastic formations.

The secret was well guarded for five years. In 1921, however, as a result of remarks dropped unwittingly by members of his family, rumors circulated about this wonderful cave, and Vearl Manwill, the son of a former Forest Ranger, found the entrance carefully concealed so that an unsuspecting mind could not have detected its presence. A few days later he conducted the Alpine Mountain Club on an exploring expedition. They unwound twine as they progressed through the corridors, to facilitate finding the way back. On the same day Forest Officers of the Wasatch National Forest, following the meager clues obtained from the rumors, found the cave with the Manwill party in it. They immediately set it aside as a Public Service Site, thus preserving it for public enjoyment for all

time to come. The mining claims were investigated and found invalid.

The Forest Service stationed a guard at the entrance to protect it from vandals and to keep all people out until they could be conducted through safely and without injury to the cave.

Within a year, American Fork and Pleasant Grove, assisted by Salt Lake, by cooperating with the Forest Service, installed electric lights with powerful reflectors, built a beautiful trail through the cliffs and evergreens, made a camp and picnic ground and opened it to the public. Over 10,000 people visited it the first year and over 17,000 the second.

President Harding set the area aside as Timpanogos National Monument on October 4, 1922.

Timpanogos Cave is 2 miles up American Fork Canyon, 9 miles from the Town of American Fork and 38 miles (30 miles are paved) from Salt Lake, requiring four to five hours for round trip.

The free camp grounds at the foot of the trail are electrically lighted. Water from an ice cold spring is piped to the picnic tables. A store furnishes refreshments and light lunches.

The remainder of the trip is made on foot up



the mile of easy trail winding through the cliffs and firs, with wonderful views from every turn.

The cave is about 600 feet long, but consists of many corridors and rooms. Spotlights illumine the colored grotesque and weird formations. The stalactites and stalagmites vary in size from several feet in diameter to minute hairs which give a downy or frosty effect.



## Recreation in Russia

(Continued from page 484)

Each library is governed by a committee of children, which helps in planning the programs and receives all complaints and suggestions.

In the main hallways of the library are two boards, one for posters, largely of a political nature, and the other for drawings that the different books have prompted the children to make. There is also a table for nature study specimens. Sports and nature study are the two great enthusiasms of the Russian child of today. All the libraries have athletic clubs. Acrobatic tricks are now enjoying great vogue.

The collection of books is pathetically small, but the children are grateful for the little. When they have finished reading a book, they are requested to write a little opinion on the book. These reports are being compiled into very interesting studies. Very few books are allowed to be taken home because of the meagerness of the collection. However, the children are glad to read in warm, well-lighted rooms, for the present housing shortage in Moscow makes the home not very attractive.

I was impressed with the discipline and the morale. Nothing is under lock and key. On the tables are piles of papers and other handcraft materials. When I asked if the privileges were ever abused, the attendant answered, "But if they take the supplies or books away, they know there will be no more."

## "How to be Free and Happy"

The farewell address of Bertrand Russell, at Cooper Union, New York City, contained much of interest to the philosophy of the leisure time movement. Mr. Russell found in America, as in other countries, a tremendous over-estimation of the importance of riches. We imagine income more important than it is. As a matter of fact the rich are neither happy nor free. Nor are the very poor. In the intermediate realms we are more likely to find both freedom and happiness.

In the struggle to get more out of material conditions we have failed most on the psychological side. In the struggle we have destroyed the temperament which enables one to sit down and enjoy life.

Perhaps our inability to enjoy life is due to de-

caying Puritanism. Anything you believe with your whole soul tends to make you happy. But we no longer believe Puritanism with our whole souls. The English speaking races are more or less rebels against the moral standards and rules of conduct of Puritanism, yet we have ingrained the Puritanical contempt for happiness. Puritanism was devoted to making people think pleasure a base thing—and pleasure became as base as the Puritans thought it. There was no place for art, the perfect kind of play. The Puritans inculcated a tremendous belief in work. Mr. Russell has spent most of his time in America preaching idleness—not so much doing nothing as living fully in some way outside of your regular, paid professional job.

Mr. Russell said if we had a really good social system none of us would have to work more than four hours a day. This statement was greeted with applause. Mr. Russell stopped, surveyed his audience, and remarked, "Well, I am glad this audience likes that. In many places that statement has almost met with groans as people have wondered what in the world they would do with the other twenty hours!"

Mr. Russell deplored the narrow stunted lives so many live, as though going through life in blinders. Pleasure is not an end in itself but there is an outlook on life based on the things we love which develops an expansive instead of a repressive civilization. The attitude is represented by the Biblical saying, "Take no thought for your life." If one could live by this motto, he would find life quite delightful. It would rid him of fear—the most dreadful burden of humanity. Often the fear of a thing is greater than the disaster itself. We want life to be creative and expansive. We tend to exalt utility, to judge a man by what he produces rather than by his intrinsic worth. A nation will never live beautifully which makes utility its chief criterion.

Mr. Russell said he was often asked how he would insure that the leisure he advocated would be used well. He said he didn't want to insure that it should be used well, he wants people to use it as they like. Of course they mustn't rob nor murder nor injure others but within the bounds of fairness to others they should use it as they please.

We must learn to exalt spiritual liberty. When we place material things in their right place and "take no thought for life," there comes a wondrous liberation, a falling off of shackles.

## The School as a Neighborhood Recreation Center

With the coming of fall and winter the necessity for indoor meeting places for programs becomes urgent and once more the use of the school as a neighborhood recreation center is an important consideration. What about the schools of your city? Are they serving the people's social needs?

### *Adapting Old School Buildings for Social Center Use*

"Utterly impossible to use our school buildings for social center use because of their construction," you say. Don't be too sure about it! The majority of old schools are not satisfactory for social center use but most of them can be adapted so that their use is at least possible, if not entirely satisfactory. This is the testimony of a number of people who have done it, and here briefly are the suggestions they have to offer as the result of their experiences:

Screen the windows and lights in the assembly hall so that it may be used for athletic games, stripping the floors for indoor baseball, basketball and volley ball.

Partition off the basement into rooms and make them more attractive by whitewashing the walls and painting the floors. Equip one room with pool tables and fit out another as a game room for table games where checkers, chess, parchesi and similar games may be played. Turn a third, with windows and lights protected by screens, into a room for low organized games which will give boys and girls an opportunity to work off their surplus energy.

Make class rooms usable by screwing the desks in three's to wooden strips or runners, making it easy to slide them into the locker rooms or corridors so that the rooms may be used for any activity desired. Some of these rooms may serve as club rooms; one of them may be turned into a branch library or a reading room with books provided from the public library and with current magazines and papers.

If your corridor is sufficiently large, it may be used for the playing of games or for industrial classes.

Have you a kindergarten room? If so, you may find it possible to use it for glee clubs, dramatics, orchestras and similar activities.

### *Building New Schools for Social Center Use*

It may be that your community is contemplating new schools. If so, by the expenditure of a little additional money it will be possible to incorporate facilities which will make it possible for the building to serve the social as well as the educational needs of the neighborhood.

Harold O. Berg, director of the Cleveland Recreation Council and formerly director of the Extension Department of the Milwaukee Public Schools, has recently prepared a number of plans for the construction of new school buildings designed to serve as social centers. Briefly stated, some of the features he suggests are as follows:

*The Basement.*—Basement rooms and corridors may be made very inviting by painting the floors, whitewashing the walls, providing brilliant electric lights and putting curtains at the windows. Pocket billiards are exceedingly popular with young men and one room should be equipped with three or four pocket billiard tables. A second room should be fitted up with tables, chairs, games such as checkers, carrom and card games—Rook, Flinch and others—and with a miniature bowling alley. This special provision for the needs of boys too young for pocket billiards and for the use of girls at certain times is important; it is difficult and undesirable to use a class room for this purpose. There should, too, be rooms set aside for active games, for athletics, for clubs and for manual training. A men's club room situated in a corner basement room will help solve the demand for meeting places for the men of the neighborhood. Properly decorated and equipped it may be used as a card and smoking room. Such a room makes an ideal meeting place for civic and social groups composed of men.

The basement should further provide for storage space, and in a school building to be used for community center purposes locker and shower rooms are essential.

The toilets in the basement should be located so as to be easily accessible from the respective divisions of the playground, with double doors in the basement corridor near the side exits to prevent the children using the toilets from further progress into the school, when it is undesirable for them to enter the building.

*The First Floor.*—The features on the first floor which are most helpful in adapting a school for social center use are a gymnasium and an

auditorium. Where both are impossible because of the cost, a combination gymnasium-auditorium is advisable. A gymnasium for social center use should be large—sixty by ninety feet is a good size.

For social center use it is preferable to have a level floor in the auditorium for movable seats. Constructed in this way the auditorium may be used on many occasions. The stage should be large enough to seat band, orchestras and choruses and to provide the necessary floor space for amateur dramatics and group numbers and dances. With a dressing room on each side proper entrances and exits can be arranged for every form of entertainment. Access to the dressing room may be obtained without going into the main auditorium. There may well be four exits from the auditorium, two leading into the school yard and two into the front corridor. Movable chairs grouped in threes or fours may be stored in a room under the stage which should be divided into stalls, each housing a rubber tired truck for gathering the chairs. A balcony at the end of the auditorium will seat an overflow audience and furnish a suitable foundation for the motion picture booth which is so necessary a part of the equipment.

As in the basement, long, straight, well-lighted corridors simplify supervision. In the corridors or class rooms movable seats may be used for industrial classes. If the corridors are equipped with electric lights every eight feet or so and the lights are made adjustable, lighting requirements for such activities as sewing, millinery and handwork are met.

Additional social center features on the first floor may include a teachers' rest room which in the evening may serve as the reception room. Provision for a library is important and a special outside entrance to it will facilitate its use during the entire year. If the domestic science room is located near the auditorium, it is possible to take care of banquets and similar functions.

Checking facilities should be provided for every community center. These may be arranged in one of the class rooms near the entrance. It is advisable to have only one entrance for community center work. This entrance should be well lighted, with an attractive bulletin board near it featuring the activities.

*The Second Floor.*—The class rooms on the second floor may be used for classes in English, citizenship and for debating, literary and study clubs.

#### THE PROGRAM

With physical facilities secured, the program becomes a matter of choice of activities designed to meet local needs and of the provision of leadership.

There are many activities which may be introduced into the program. The Extension Department of the Milwaukee Public Schools in the program of its thirteen school centers, has incorporated a large number of activities of varying types. The 1924-1925 program follows:

*Industrial and Craft.*—Applied arts; cabinet making; china painting; cooking; home nursing; millinery; needlework; reedwork; sewing.

*Games and Athletic Activities.*—Billiards; boxing; table games; indoor baseball; basketball; volley ball; gymnastics for men and women.

*Musical and Literary Organizations.*—Debating clubs; dramatic clubs; public speaking classes; parliamentary law classes; bands; orchestras; minstrel troupes; glee clubs; mandolin clubs; ukulele clubs.

*Civic and Social Organizations.*—Girl Scouts; Boy Scouts; Camp Fire Girls; Parent Teacher Associations; Mothers' Clubs; Men's Community Clubs; dancing classes.

*Literary and Reading Room.*—Popular magazines and daily papers on file; Public Library service stations at which books may be drawn.

*Special Social Center Features.*—Wednesday evening entertainments; Saturday evening neighborhood socials; Saturday children's motion picture matinees.

Term for club and game activities—September 30 to May 3; hours, 7:30 to 9:30 p. m.

*Note.*—Boys and girls still attending the Grade Schools are not admitted to Evening School classes, adult clubs, or to open social center activities.

Don't feel you must wait before starting a program in your neighborhood until the city has erected new schools especially designed for social center use. Examine your existing schools; you will be amazed to find how far a little ingenuity in making adaptations and changes will go toward making the school usable! It may be that at first only a small program will be possible. Perhaps you will find only one school which can be adapted for use. But one school with a neighborhood committee back of it, working out through the program neighborhood needs and expressing the desires of the people of the neighborhood, can prove a tremendous force for citizenship.



## Practical Suggestions to Recreation Workers

By

GENEVIEVE TURNER HOLMAN

### HOW MAY INTEREST IN THE PLAY CENTER BEST BE MAINTAINED?

The test of the value of a play center is its use. The problem of keeping people coming to a center is the problem of keeping them interested.

The payment of a fee in advance for an activity may automatically regulate attendance during the period for which the fee is paid, but unless the activity has held the interest of the participant he will not continue his registration for another term. Attendance at free activities—and the majority of activities are free—is entirely a matter of interest.

Children first come to a center as a matter of curiosity and experimentation. If they have a good time, they come again. Adults come for various reasons; some out of special interest in a particular activity, some for the educational and social benefits involved. But whatever their motives, they will not continue coming very long unless they enjoy themselves.

Happily the same methods which insure a good time are those which promote the ideals and purposes of the program and of the leaders. Here are some of the methods which successful play leaders have used.

#### *Keep Activities Close to the Interests of the People*

As far as possible give people a chance to do the things they are likely to do in any event in some other place. A clever leader may be able to interest groups in forms of activities in which they are not particularly interested. But in the beginning of the program, at least, he must keep pretty close to the people's interests. Further developments will best come through suggestions to group leaders.

#### *Seek Progressive Developments in Activities*

In seeking variety in a program any leader can go to the extreme in the spectacular. A center cannot exist year after year with a program made up of spectacular stunts and miscellaneous unrelated events. Interest can best be held permanently through the variety which grows out of a progressive development in activities. Every-

one, young and old, likes to feel he is getting somewhere, not merely doing the same thing over and over. He wants to improve in technique in the old game and to learn new ones to which the old lead up.

#### *Plan Regular Schedules*

Progressive development in activities can be achieved only through careful planning—the planning of weekly and daily schedules for each group and of special programs which are a logical development of the season's activities.

#### *Keep the Play Spirit in the Leadership of All Activities*

If people do not find the play spirit at the play center, they will seek it elsewhere. Whether or not the play spirit predominates depends on the leader. If the leader is himself getting keen enjoyment out of the activities; if he can make his enjoyment contagious; if his leading is free from "bossiness" and pedantry; if he is in sympathy with the group and works in a spirit of good fellowship, the play spirit cannot fail to prevail.

#### *Use Sound Principles in Organizing Groups*

Sound group organization will insure regularity and permanency in attendance as will nothing else.

#### ADVERTISING THE PROGRAM AT THE PLAY CENTER

Given an interesting program of activities, how can the play leader most effectively get to the neighborhood information about the activities?

Here are a few of the devices which are being used:

##### *Pocket-size Announcement Card*

A routine, permanent form of announcement is the yearly calendar of activities containing all the regular events printed on cards of a size which will easily slip into the pocket or a handbag.

##### *Handbills*

Printed handbills may be made an attractive method of announcing events.

##### *Posters*

Among those attending the play centers will be found a number of people with some gift along artistic lines and to whom poster making appeals because of the opportunity for originality in idea, artistic expression and skill in drawing, painting and lettering. The most practicable plan

is to include the making of posters in the handicraft program. It is important to remember that a poster is most effective when it presents only one idea.

#### *Poster Contest*

The holding of a poster contest has been found an effective way of stimulating interest and securing publicity. The subject for the poster may be a choral class. The mere announcement of the contest gives publicity to the event, and the display of the posters produced in the neighborhood means additional publicity. A public vote on the best poster draws still further attention to the event. Finally, the posters receiving first, second and third place and honorable mention may be placed in store windows, in the library and in other places where they attract public attention.

There is danger in having too many poster contests. One contest a season is usually sufficient. As in all contests, when participants vary in age, there should be different classes of entrants, and the same principle should apply to awards.

#### *Publicity in Local Papers*

This is one of the most common channels for publicity. Most local papers are glad to give a column of news about a center. Such publicity ought not to be of the personal kind and should be safeguarded so that leaders will not neglect the less spectacular phases of their work, nor spend more than a due amount of time working on activities which are most attractive from a publicity point of view. The announcement of coming events and of the results of athletic contests are usually permissible subjects for newspaper publicity.

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**President's Conference Proceedings.**—The proceedings of the National Conference on Outdoor Recreation have been printed as Senate Document No. 151 and distributed to the delegates to the Conference, recreation superintendents and workers. The National Conference on Outdoor Recreation, 2034 Navy Building, Washington, D. C., still has a small supply on hand and will send a copy on request.

## "Amateur Athletics Always"

Under this slogan the Amateur Athletic Association of Newark, New Jersey, is combating the cheap professionalism which was proving a menace to the young men of the city.

The Association, which is now two years old, was organized after a conference of athletic clubs called by the Boys' Work Committee of the Rotary Club to discuss the promotion of strictly amateur sports, and after an experiment in an amateur football league had been successfully launched. The Association now has amateur leagues in basketball, baseball, football for both juniors and seniors.

The plan of operation of the Association is very simple. Each club is required to secure a charter, for which a fee is charged, and each member who plays on a team from any charter club must be individually registered. For this an additional fee is collected. In this way the club is compelled to keep up its amateur standing, as there is a splendid check on the individual players through a card system containing the names of all the registered members from each of the Amateur Athletic Association clubs. The fees collected are used for the purchase of medals and awards to clubs achieving the best sportsmanship.

The management of the Amateur Athletic Association is vested in its Board of Directors, whose membership consists of one delegate from each charter club. This Board of Directors elects its own officers at the annual meeting, the officers serving for one year. Each of the leagues promoted in season is directed by a chairman elected by the Board of Directors. For example, the chairman of the football league calls a meeting of the managers of the football teams and with them directs the activities of the football division of the Amateur Athletic Association.

One of the outstanding results of the Association's activity is closer fellowship among the clubs, with all the teams playing cleaner games and showing finer sportsmanship. Because the league plays strictly for the love of the game and not for money, there is much less side betting among spectators.

Most of the clubs enrolled in the Amateur Athletic Association are interested in better citizenship and it is believed that with the Association's help business men will become interested in advising with these groups.

# The Problem Column

MARBLE TOURNAMENTS

By V. K. BROWN

Chicago, Ill.

Several years ago, in the South Park Marbles Tournament in Chicago, a lad representing one of the parks rushed up to the supervisor in charge of the tournament, and jerking his thumb over toward a ring in which a nine-year-old was winning the championship by virtue of his remarkable accuracy in knocking one after another of the marbles from the big ring, the lad accosted the supervisor about as follows: "Hey, this is supposed to be an amachur tournament, ain't it? Well, I want to protest that guy from Ogden Park, he's a 'pro,' lookit the way he's shootin'."

The lad, of course, was informed that professional status in sport was not a matter of skill so much as a matter of the previous rewards which that skill might have earned. But one naturally reverts seriously to his charge against a nine-year-old player when he sees the way in which so-called amateur competition is frequently handled. Amateurism is a spiritual thing, quite as much as a matter of the letter of restricting laws.

Old Dr. Henderson, of Chicago University, once was asked in a class in sociology whether a proposition which he was propounding was a matter of law, and whether a man would not be within his legal rights in doing the thing which the Professor was condemning. Probably none of the students will ever forget the way in which the venerable Professor half rose from his chair and said, "The law, young man, is not for such as you. The law is always a statement of what people thought either a little or a long time ago; it never catches up with the vanguard of human progress; it is always a laggard. You should keep pace with the front ranks."

In our dealings with the laws of amateurism, one sometimes feels that we need the spirit which inspired Dr. Henderson's comment. The letter of the law may kill our service; the spirit alone gives it life.

Is it within the spirit of amateurism that the prize should ever outweigh the honor, or were the Greeks closer to the ideal than we, their

wreath of laurel against our awards? One hears disquieting rumors from time to time which make one question whether the nation's recreation leadership is holding rigidly to its ideals. Such rumors have recently concerned themselves with our marbles championships, and perhaps this is an opportune moment in which to bring this subject up for a frank and full discussion.

A man who never gambled recently told me that years ago, in a mining camp, he went into a room where a poker game was in progress. He knew the men, and had confidence in their honesty. When they invited him to join, he inquired as to the limit, thinking that for sociability's sake he might sit in, providing the stakes were low enough to fit his pocketbook. They told him the limit was twenty-five, and he leaped to the conclusion that they were playing the twenty-five cent limit. When he reached for his wallet to buy a stack of chips, they waved their hands and told him to wait until the game was over, and they would settle up then. Meantime, the banker staked him to a supply of chips. Luck was with him, and he won consistently until the game broke up. When the game ended, and the other players started to settle, he found that he had been participating in a game with a twenty-five dollar limit.

A similar surprise frequently hits the recreation worker who persuades some club or commercial institution to underwrite a sport in his community. Where he expects a modest cup, he finds the organization insistent upon something which they esteem to be in keeping with their way of doing things.

One of our great newspapers recently underwrote the Model Air Plane Tournament in Chicago. We asked them to provide the prizes and they consented. When we had the tournament all arranged and asked them to give us the prizes for distribution, we were overwhelmed at the discovery that they had set aside \$75.00 in cash for first place in one of the major events, and no amount of persuasion could induce them to alter



their decision. Pride of position, the way in which their newspaper avoided doing things on a parsimonious scale, was an insurmountable obstacle, and the best compromise we could affect was a stipulation that the \$75.00 would be sent to an educational institution to apply toward tuition in technical courses for the winner.

The fault in this case lay not so much with the newspaper as with ourselves. We had not dealt in sufficiently specific terms, and we paid the penalty of faulty organization.

Later, a bank agreed to give a cup in another sport, and insisted that we purchase a cup approximating \$30.00 in cost. The bank officials were quite disappointed when presented with a bill of \$14.00 for the cup which we procured. It required considerable argument to convince them that they were not being humiliated and put in a false light by a cheap prize.

Experiences of this sort throw some light on the question of prizes. It seems that we must carry on our campaign of education not among our contending athletes alone, but also among the men whose enthusiasm tends to get the better of our judgment. In spite of their generosity, the gesture is inclined to be self-conscious, and the attitude of mind is one considering primarily the reputation and the standards of the donor, rather than the needs of the recipient. It seems to be our function to interpret the needs of the contenders so that support shall not outrun proper bounds, when we secure such support from men accustomed to doing things in a big way.

Quite another matter is the problem of capitalizing the growing interest in sport. A really critical analysis of our present situation would doubtless show that we are in greater danger from this source than from apathy toward modern recreation needs. Public interest has been aroused. Public support is now assured in most American cities. It remains to be proved that recreation leadership can retain its grip on a movement increasing in power and popularity. The publicity which we have long desired and worked for may constitute our gravest danger unless we can retain command of the situation.

The exploiter seeking to capitalize public interest in sport for selfish ends is certainly with us, and we must reckon with him. On the other hand, there is no subject on which present-day America is so united as it is in the determination that the interests of the youth of the nation shall be accorded first consideration. One blast upon that bugle horn, like that of Roderick Dhu, is worth a thousand men in any community controversy. Alertness on the subject is the only final answer, however insidious and difficult of analysis the problem. Judgment in individual cases is never a matter of choosing between jet-black and snow-white, but rather discrimination in problems affording no clear line of demarcation. It is the innumerable shades of gray that puzzle.

Here in Chicago, Superintendent McAndrews has ruled that in the school playground program individual championships must go and that team accomplishment must take the place of focusing the spotlight of publicity upon an immature individual. Perhaps this ruling is drastic. At least it is disconcerting that it comes from outside the ranks of the professional recreation administrator, and certainly it challenges us to a definite facing of the issue as to whether we have overplayed the championship idea to the detriment of our service, as an adjunct to modern education.

Perhaps we should reserve judgment, but I believe that it will help to clear up this problem in the minds of a great many of the men wrestling with it throughout the country if the columns of the *PLAYGROUND MAGAZINE* can be thrown open to a frank discussion of the issue.

Are we doing the proper thing by the boys of our nation in bringing them from the ends of the country to one point in a National Marbles Tournament? Is the lad who wins the national championship benefited by his experience, or is he too immature to undergo the ordeal of publicity so imposed? Are we overdoing the prize proposition generally, or is it a necessary evil, unavoidable in our modern organization, and susceptible of control?

President Coolidge in a radio address on Washington's birthday suggested that there is still need for citizens who "accept responsibility" and are ready to "make sacrifices." This country can be a happy country for all only as a larger number of individuals are willing to work together as Washington worked, as Lincoln worked for the common welfare.

# The Question Box

QUESTION: Will you suggest some Christmas plays?

ANSWER:

## Prepared by Community Drama Service

### PLAYS SUITABLE FOR CHURCH PRODUCTION

*Eagerheart* by A. M. Buckton. Three principals and any number of other participants. A standard and worth while mystery play of great beauty which requires a substantial production. Extras include Shepherds, Wise Men, Angels, Choir. Drama Bookshop, 29 West 47th Street, New York City, price \$1.00, postage 10c

*The Nativity* by Rosamond Kimball. Originally designed for young people but in its simplicity splendid for adults. 11 principals, at least 20 in chorus. Plays one hour. The reader may be male or female. One draped interior throughout, with changing properties. Tells the story of The Nativity through tableaux accompanied by carols and hymns sung by the congregation. Samuel French, 25 West 45th St., New York City, price 35c

### PLAYS ADAPTED TO LITTLE THEATRE GROUPS

*A Christmas Tale*. A poetic play of the Yuletide by Maurice Boucher. 4 characters, 2 men, 2 women. This is a miracle play with a theme of love and devotion. One simple scene laid in the 15th Century, Paris. Medieval costumes. Suggestions for costuming the play may be obtained from Boutet De Monvel's *Jeanne D'Arc*. Samuel French, 25 West 45th Street, New York, price 30c

*Dust of the Road* by Kenneth Sawyer Goodman. 1 act, an interior. 3 male, 1 female character. Vivid drama of the early Seventies. On Christmas Eve a tramp (the Spirit of Judas Iscariot) prevents a man and woman from stealing money which was entrusted to them for another. An undercurrent of religious feeling, but not a "religious" play. Obtained from the Drama Bookshop, 29 West 47th Street, New York, price 50c, postage 5c

*Holy Night* by Hans Traisel. 11 characters. One act, an exterior. A very exquisite masque of Yuletide. Requires careful preparation. Drama Bookshop, 29 West 47th Street, New York, price \$1.25, postage 6c

### PLAYS FOR HIGH SCHOOL GROUPS OF MIXED CASTS

*The Lighting of the Christmas Tree* adapted from a story of Selma Lagerlof by Josephine Palmer and Annie L. Thorp. Play in one act with 5 males, 2 females. Modern Swedish peasant costumes. A beautiful legendary play based on the famous Swedish story *The Christmas Guest*. Samuel French, 25 West 45th Street, New York 35c. Royalty \$5.00

*Mistletoe and Hollyberry* by Marie J. Warren. 13 male, 8 female characters. A delightful old English Christmas play for experienced group. The St. George play is introduced together with games and dances typical of a Christmas Eve celebration of the 18th Century. Walter Baker and Co., Hamilton Place, Boston, Mass., price 35c

*A Christmas Carol* dramatized from Dickens by George M. Baker. 6 males, 3 females. One interior scene introducing tableaux, music, etc. Costumes same as used in the story. Walter Baker and Co., Hamilton Place, Boston, Mass., price 25c

### PLAYS SUITABLE FOR GIRLS FROM 15 TO 18 YEARS OF AGE

*The Waif* a Christmas Morality play by Elizabeth B. Grimball. 7 speaking parts and a tableau showing Mary, the mother of Christ, Joseph and the three Kings. The Waif, who is really the Christmas Spirit, has lost her way and begs the passersby to take her with them. She appeals in vain to Greed, Vanity, Sorrow and Pleasure, but in the end Faith and Service join her and together they "seek the Star and bring the message of Christ love to the world again." Published by the

Woman's Press, 600 Lexington Avenue, New York City, price 50c

*The Gift of Time* by Constance D. Mackay. 22 characters. One interior set. A beautiful masque which tells of a mortal seeking knowledge of the fairest of Christmas gifts. Through Father Time and his attendants, the Past, Present, Future and the Hours, he learns that the finest gift of all is the New Year. The Masque contains a delightful Dance of the Hours. In *The Forest Princess and Other Masques* published by Henry Holt and Co., obtained from the Drama Bookshop, 29 West 47th Street, New York, price \$1.75, postage 10c.

*The Beau of Bath* by Constance D. Mackay. 4 characters. One act play of the 18th Century in verse. Old Beau Nash, the once famous wit, in a dream sees the lady of his youthful love step down from her frame to visit him on Christmas eve. Included in *The Beau of Bath and Other One-Act Plays* published by Henry Holt and Co., obtained from the Drama Bookshop, 29 West 47th Street, New York, price \$1.35, postage 10c

*Bird's Christmas Carol, The* by Kate Douglas Wiggin. 2 men, 3 women, 8 children. A splendid dramatization of a story which is so well known that a description is unnecessary. Strongly recommended for groups desiring to give a Christmas play not based on the story of the Nativity. A better piece of comedy has never been written than that contained in the second act when Mrs. Ruggles gives her famous lesson in "manners" to her little brood. Three acts. Walter Baker and Co., Hamilton Place, Boston, Mass., price 65c

### PLAYS ESPECIALLY ADAPTED TO BOYS 15 TO 18 YEARS OF AGE.

*St. George Play* dramatized from the famous legend of St. George and the Dragon. 8 characters and the Morris Dancers. This rollicking farce has been used in England for three hundred years. The actors are chiefly young men who, having arrayed themselves in the costumes proper to the characters, make a round of visits of the houses, knocking at the doors and claiming the privilege of admission for St. George and his merry men. Contained in *Suggestions for a Christmas Program* issued by Community Service, 315 Fourth Avenue, New York, price 25c

*The Least of These* by Ella M. Wilson and Anna W. Field. A Christmas play based on Tolstoy's theme "Where love is, there God is also." 7 male, 3 female (omit scene with mother and child when played by a cast of boys). One simple interior setting which includes a cobbler's bench, a fireplace and tea kettle. Russian costumes. Martin places his candle in a window hoping the Christ Child may come in and visit his humble home. During the evening the room proves a refuge where Martin shares the little he has with the hungry and the cold. When the candle has nearly burned out and he has given up hope of the Christ Child's visit, a voice is heard saying, "Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me." Woman's Press, 600 Lexington Avenue, New York, price 50c

### PLAYS FOR CHILDREN 10 TO 14 YEARS OF AGE—

#### MIXED CAST

(one or two older characters are necessary in many of the plays)

*The Puppet Princess or The Heart that Squeaked* by Augusta Stevenson. 13 speaking parts and several extras. The scene is laid in the hall of the palace on Christmas eve long ago. Hans and Gretel bring their puppets to show to the King and Queen and little Prince. The King is so entranced with the dance of the puppet princess that he insists on buying her. Little Gretel cannot bear to give her up and when she is alone for a moment, she changes her to a live princess. Unfor-

unately, Gretel forgets to change her heart, so the princess is terribly handicapped by a wooden heart which squeaks and squeaks when she dances for the court. Through her acts of kindness and the help of jolly Dr. Goblin, a real heart is given to her, and joy and Christmas spirit pervades the palace when Santa and his attendants come to distribute the gifts. Published by Houghton, Mifflin Co., obtained from the Drama Bookshop, 29 West 47th Street, New York, price 50c., postage 5c.

*On Christmas Eve* by Constance D. Mackay. A play in one act. 11 characters. The little Girl, a lonely child, is sitting by the hearth on Christmas eve, waiting for her mother to come from work. She is tremendously surprised by a visit from "Wendy" who comes flying into the room on her famous broomstick. Wendy plans a splendid party for the little girl. It is attended by Robinson Crusoe, the Snow Queen, the Bagdad Traveler and ever so many other famous characters. She forgets her loneliness and enjoys the best party ever given to a little girl.

*The Christmas Guest* by Constance D. Mackay. 7 characters. Six young people are gathered around the hearth in the hall of a Sixteenth Century house. They have listened to the story of the Christmas Angel who visits one house each year and are planning the gifts they will give to her if she by chance comes to their door. A knock is heard and an old beggar woman enters. The children are so sorry for her that they give her all their gifts and suddenly realize that they have nothing left to offer the angel should she come. Then they see a great light and know that the Christmas Angel has been with them after all. Both plays are contained in *The House of the Heart* by Constance Mackay, published by Henry Holt and Co. Obtained from the Drama Bookshop, 29 West 47th Street, New York, \$1.25, postage 10c.

*Santa Claus Gets His Wish* by Blanche Proctor Fisher. A simple little play adapted to children from 8 to 12 years of age. 8 characters which include two imps. Santa Claus, Sand Man, Wish Bone, Lollypop and Ice Cream Cone. Santa Claus is sure that every child is dreaming of him the night before Christmas. He is put to sleep by the imps with sand stolen from the sandman, and learns that the children are really dreaming of lollypops and ice cream cones. Very bright and easy to produce. An addition to any Christmas program. Walter Baker and Co., 5 Hamilton Place, Boston, Mass., price 25c.

*The Holly Wreath* by Emilie Blackmore Stapp and Eleanor Cameron. About 20 characters, more if desired. Simple woodland setting, one act. Two little girls go out to the woods in search of holly, hoping with the bright green to bring a bit of cheer to their poor home. They do not find the holly, but through the magic power of love, Christmas is brought to them in a most beautiful manner. Walter Baker and Co., 5 Hamilton Place, Boston, Mass., price 30c.

*The House Gnomes* by John Farrar. 8 children and a father and mother. A play written around a Christmas tree. The staid old dust pan, broom, doormat, scissors, etc., come to life in a most fascinating manner. This is included in *The Magic Sea Shell* which also contains six other children's plays. Published by George H. Doran Co., obtained from the Drama Bookshop, 29 West 47th Street, New York, price \$1.50, 10c postage.

*Jolly Plays for Holiday* a collection of Christmas plays for children by C. Wells. Contents: *The Day before Christmas*, 9 males, 8 females. *A Substitute for Santa Claus*, 5 males, 2 females. *Is Santa Claus a Fraud?* 17 males, 9 females and chorus. *The Greatest Day of the Year*, 7 males, 19 females. *Christmas Gifts of All Nations*, 3 males, 3 females and chorus. *The Greatest Gift*, 10 males, 11 females. Ample suggestions for costuming and other details of stage producing are given. These plays are especially adapted to small schools where the producing facilities are limited.

Walter Baker and Co., Hamilton Place, Boston, Mass., price 75c.

#### COMMUNITY CHRISTMAS PAGEANTS AND FESTIVALS

*Christmase in Merrie England* by Mari Ruef Hofer. A practical and charming Christmas celebration introducing old English customs and songs and a short masque in rhyme. From 30 to 80 young people may take part. Elizabethan costumes. Published by Clayton F. Summy Co., 429 S. Wabash Avenue, Chicago, Ill., price 25c.

*The Gifts We Bring* by Nina B. Lamkin. A pageant in two episodes including from 60 to 500 in the cast. Contains group of snowbirds, automatic toys, jumping jacks, candles, candy sticks, colored balls, etc. There is a Santa Good Fellow and Fairies of Peace, Love and Good Will. Complete directions for staging, music, costuming and production. Obtained from T. S. Denison and Co., Chicago, Ill., price \$1.00.

*The Holy Child* by Thomas Adams. A cantata for children's voices. It can easily be sung with the exception of the final chorus, which requires a few changed voices, by children from ten to twelve years of age. Published by H. W. Gray Co., New York, price 75c.

*The Star Gleams* by Florence Lewis Speare—a Christmas community choral. As many people as desired may participate. The story of the Nativity told by the use of familiar Christmas hymns and carols. A simple and effective arrangement of song and tableau for the use of choir and audience. Either indoor or out of door presentation. Published by Samuel French, 25 West 45th Street, New York, price 35c.

*The Perfect Gift* by Elizabeth H. Hanley. A Christmas pageant in which the Spirit of the Star guides the Spirit of Christmas to the place where last is found the Perfect Gift. All that composes the Gift is there, the self-denial, the kindly feeling, the desire to give, the good will and the wish that it may carry happiness. A community tree is shown around which carols are sung. The pageant ends with the distribution of gifts by Santa Claus and his attendants, and a general community celebration around the tree. Community Service (incorporated), price, 25c.

*The Star in the East* by Constance D. Mackay. As many characters as desired may take part. Tells the story of the shepherds and the wise men and is largely built on Christmas carols. This may be acted under an outdoor tree.

*A Young People's Community Christmas* by Constance Mackay. A delightful entertainment including Frost, Fairies, Holly Berries, Snow Flakes, Evergreen Elves, etc. Arranged for young people and children only, and is designed so that the children of all faiths may take part. Christmas songs are used throughout and the costumes are exceedingly simple. Both of the above mentioned productions are included in Miss Mackay's book *Patriotic Drama in Your Town* published by Henry Holt and Co., obtained from Drama Bookshop, 29 West 47th St., New York, price \$1.35, postage 10c.

#### CHRISTMAS MUSIC SUGGESTIONS ISSUED BY THE PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA, 315 FOURTH AVENUE, NEW YORK CITY

*The Christmas Carnival* by Elizabeth H. Hanley. In carols and pantomimes, price 10c.

*Music in a Community Christmas Celebration*. Describes the organization of Christmas carol groups, gives suitable music and costumes, price 10c.

*Stories of the Christmas Carols*. Gives stories of ten carols to be used in a "Learn a Carol a Day" campaign, price 10c.

*Christmas Carol Song Sheets*. Contains the words for ten Christmas carols. 70c per hundred and \$7.00 per thousand plus postage.



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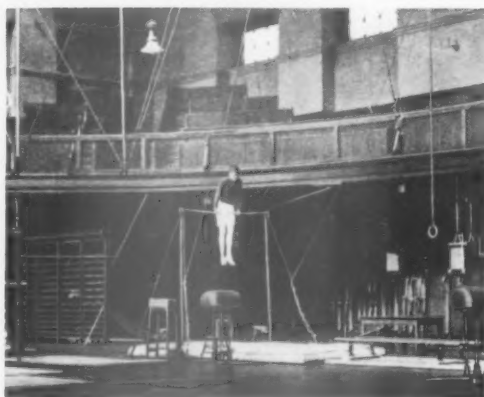
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## At the Conferences

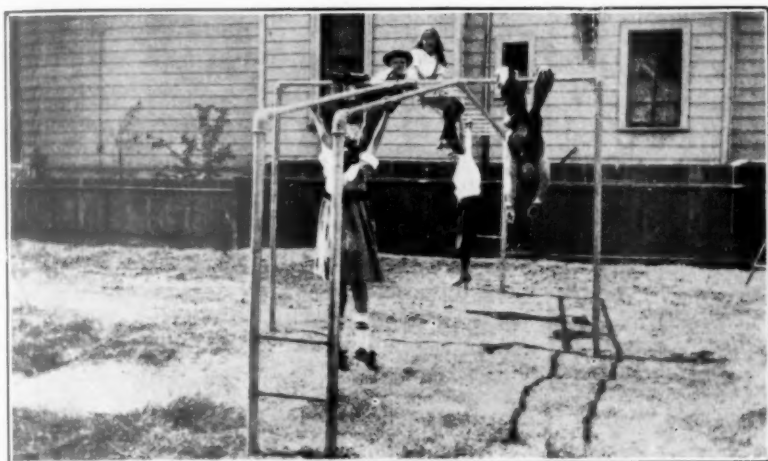
Fourteenth Annual Conference, National Federation of Settlements, June 22-25, 1924

A representative group of about three hundred settlement workers attended the conference which was held at Toronto University. President Robert A. Woods chose for his address at the first general meeting "The Settlement as a Spiritual Influence." He urged that settlement leaders get back to the original idea of the settlement as an influence rather than as a center with a definite program and methods, emphasizing the importance of the correct attitude in dealing with the people to be served. He quoted from Tolstoi: "Art has this quality; it unites peoples," and pointed out that the settlement has been a great factor in promoting culture, particularly music, art, drama, the handicrafts and, more recently, poetry. The settlement has had comparatively little to offer in the way of recreation for young people, he remarked, and he expressed the hope that at a future conference the question of recreation might be discussed by Joseph Lee.

The report of the Committee on the Relation of the Settlement to the Church, prepared by the Rev. Gaylord S. White, was read. It discussed the development of institutional churches, health and recreation centers and so-called settlements by religious bodies and the tendency of many of these centers either directly or indirectly to proselytize the people served by them. The general feeling seemed to be that church settlements should not be admitted to the Federation, but that closer methods of cooperation with them should be worked out.

Settlement workers find conditions in their neighborhoods much better since prohibition has been enacted, according to their replies to a questionnaire, summarized by William D. McLennan of Buffalo. Most of the workers reported that conditions were, however, less favorable this year than they were one or two years ago.

One of the evening meetings was devoted to a discussion of "Art, Life and Neighborhood." Miss Anna Hempstead Branch told of the development of poetry classes at Christodora House; Johan Grolle of the Settlement Music School, Philadelphia, discussed music and the settlement, and Mrs. Helen Murphy of Greenwich House, New York, spoke on "Drama, Education and Life." At another evening meeting Miss Jane Addams gave some impressions on the race problem and E. St. John Catchpool of Toynbee Hall,



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London, spoke of the contribution which the settlement has to make toward the solution of international problems. He described the travel tours for trade union men developed by the settlements in London, which have helped to give English working men an understanding of their fellow workers in countries on the continent.

Athletics are the chief method of holding older boys at settlements, according to discussions at meetings of the Boys' Department. Giving boys responsibility was offered as a helpful factor in the solution of the boy problem. Methods of organizing boys as leaders for club groups and of giving them responsibility for planning entertainments to help raise funds for the settlement were described. The suggestion of Henry M. Busch, in charge of field training at Union Theological Seminary, was, "Find what the boys want to do and help them do it, giving them more and more responsibility."

At a session for discussing handwork in settlements, Albert J. Kennedy told of a \$1,500 gift of the Springfield, Massachusetts, Foundation for the study of handwork. He believes that handwork in settlements should be as artistically perfect as possible. Though the work must be

primarily educational, the sociability of the handwork class is a valuable by-product. Mr. Kennedy stated that the big job of the settlement for the next twenty-five years is to promote "educational recreation."

The Conference voted to have the conference held biennially and to arrange a series of district conferences for alternate years.

The National Association of Jewish Community Center Secretaries held its Sixth Annual Conference at Atlantic City from June 17 to 20. There were in attendance 58 members, representing 41 organizations in 33 cities.

The address of President Passamaneck was a plea for the recognition of recreation as a necessary factor in the development of the Jewish people. Recreation, he urged, when woven into the intellectual, religious and cultural program, would help solve many of the vexing problems confronting the Jews today.

"A people that enjoys wholesome play," declared Mr. Passamaneck in the course of his address, "is sure to possess a sense of fairness, a sportsman's regard for the other fellow's capabilities, an honest word of praise for a neighbor's

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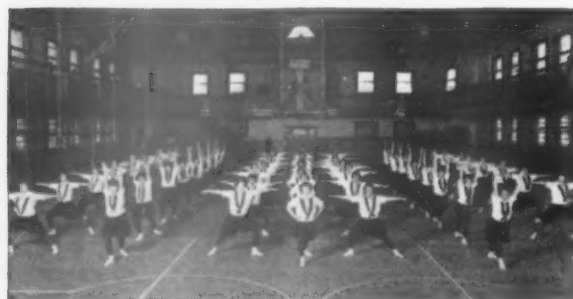
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achievement, regardless of race, color or creed. I believe I see in the community center and similar recreational institutions the eventual solution of some of the troubles that bother us today, and I hope that through play centers for non-Jews we may be helped to lift the burden of the old world animosities from the broken bodies of our own people.

"I believe that in wholesome, body-building play lies the solution of a part, at least, of the questions that concern us as a people. I believe in a type of play, to be sure, that has in view the development of the body, the mind and the soul, and I believe that here in your lovely city a great deal has been done in this direction.

"Our people in other lands have forgotten how to play. Since the dispersion, they have been the prey of practically every government and every people. Even in their childhood and adolescent years they have been forced to assume responsibilities heavy enough to break the hearts of mature men and women. The element of play has gone out of their lives and the monotony of their persecuted existence is unbroken by laughter. If, perchance, the Sabbath lightens their lives for the moment, their simple pleasures are of necessity guarded, lest the Cossack's knout or the hooligan's firebrand cut them short.

"The Jewish Community Center movement," continued Mr. Passamaneck, "has sought to have our people enter into the spirit of play with their whole heart and soul, at the same time translating to them through their play the injunction, 'Love thy neighbor as thyself,' as the foundation of good sportsmanship and good fellowship, so that this principle may become the ethics of their everyday relations with other men."

## Magazines and Pamphlets Recently Received

*Containing Articles of Interest to Recreation Workers and Officials*

### MAGAZINES

*The Survey*—September 15, 1924

This issue contains two short statements regarding recreation developments in Westchester County, New York

*International Labor Review*—July 1924

Spare Time in the Country—Methods of Organization in Canada and the United States

*Normal Instructor and Primary Plans*—October 1924

Vitalized Language Games, by Howard R. Driggs

Playground Equipment, by Alice L. Holland

Doll House Projects, by Mary B. Grubb

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## PAMPHLETS

- Year Book 1924-25*—National Story Tellers' League, Chicago, Illinois Price 15c
- The Preparation of Teachers*—by William T. Bowden Published by the U. S. Bureau of Education
- A Type of Rural School* Mount Vernon Union High School, Skagit County, Washington, by C. A. Nelson and E. E. Windes Published by Bureau of Education, Government Printing Office, Washington, D. C. Price 10c
- Rules and Regulations*—Municipal Playgrounds Published by Playground Division, Bureau of Parks, Playgrounds and Bathing Beaches, Chicago, Illinois
- Ypsilanti Kiwanis Club and the Country School*, by M. S. Pittman Published by U. S. Bureau of Education
- New York State Parks*  
An attractively illustrated pamphlet describing New York's state parks Published by the State Council of Parks, 302 Broadway, New York City
- Annual Report of the City of Lynchburg, Virginia*  
Contains a statement of the work of the Recreation Department
- Federal Council of Citizenship Training*—A pamphlet telling of the Federal Council of Citizenship Training created by an order of the President, January 1923. The origin and activities of the Council are explained. Government Printing Office, Washington, D. C. Price 5c
- Tourist Camps*, by E. S. Tisdale  
Published by the Agricultural Extension Division, College of Agriculture, West Virginia University, Morgantown, West Virginia
- Cornell Rural School Leaflet*—September 1924  
Games and Play Equipment for Schools, by Ralph A. Felton
- Nature Study through Nature Games*, by E. L. Palmer  
*Suggestions for the Observance of American Education Week* November 17-23, 1924. Government Printing Office, Washington, D. C. 5c

## Book Reviews

*Twice 55 Games with Music*. Edited by Peter W. Dykema. C. C. Birchard and Company, Boston, Mass. Price 10c

A splendid service has been performed in the publication in so inexpensive a form of this group of games with music, which affords a simple and practical means of providing recreation and which may be used as an adjunct of community singing. "More and more," says Mr. Dykema in his introduction, "the duties of the song leader and the game leader are being intermingled. More and more is it necessary for each to be able to direct the simpler and more popular activities of the other. This book aims to give just that material which the ordinary group of people will enjoy and can easily use. Never before has there been a collection of songs and games which was designed to be placed in the hands of the leader and of everybody taking part. The value of this booklet in enabling the players to take the games into the homes and small social groups is evident."

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Directions are given for each game, together with the melody. Simple accompaniments are available in the piano edition of the book which may be secured for 75c

*Creative Music for Children* by Mrs. Satis N. Coleman. Published by G. P. Putnam's Sons, New York

Mrs. Coleman's book has a message that concerns playground and recreation workers no less than music teachers, since the crux of her method is a linking of manual training with musical training.

What has ailed our music training of the young, says

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Mrs. Coleman, is first, that many children have lost their ardor in the dreary process of learning to read notes. Second, we have concentrated too much upon the piano as the initial medium of expression. Says the author, "How ridiculous it now seems that all these years we have been confronting a child with the most complicated instrument man has yet evolved, and have expected him to use it, without giving him any of the steps that lead up to it! And how unjust that the verdict of 'unmusical' has been passed upon so many children unable to cope with this difficult medium!"

In the process of her conversion from her early heresies, Mrs. Coleman pondered over the exhilarating influence of the banjo upon an old Uncle Joe of her childhood. She concluded that it was the intimacy of the thing. Then she considered the Austrian peasant and his zither which is found in almost every mountain home. "Perhaps," she reflected, "that is why the Austrians are a more musical people than we are—because their peasants have instruments that are simple enough for everybody in the family to play without having to 'take lessons.'" Next came the thought that the only simple instrument of our own land folk was the banjo of the Negro and that the colored people were more musical than the rest of us Americans because they and their African ancestors had made a freer use of such simple instruments. Finally, as in a vision she saw her little pupils go back for their first music to primitive man.

"Being little savages," she said to herself, "they can understand savage music. I shall find the child's own savage level and lift him gradually up to higher forms. Primitive man made his own instruments and so shall we

make many of ours too. How children will love making them! And of course any child will love to play on an instrument he has made. Beginning at the drum stage, my children shall be little savages who know nothing of music, and they shall dance primitive dances and beat upon rude drums and shake rude rattles until they discover some way of making tone. Song, too, we will follow from the simplest beginnings through the course of its evolution, and correlate our singing with our playing."

Actual experience with her pupils confirmed the validity of Mrs. Coleman's theory. The making of musical instruments gave them great delight. The eagerness to know how it will sound, says she, and the creative joy of making something with a voice—something that will "talk back" to its maker—placed this music-manual training in a class by itself. Here is a hint for the playground director, for the kindergartner and for the school teacher. The beneficent influence of manual training upon child life is axiomatic. How much more desirable, then, is such training if it shall lead to appreciation of a lovely form of art. Any individual playground director or teacher need have no fear that this form of training is too technically difficult for her to attempt. The plan admits of ready cooperation between a musical expert and a worker who will supervise the actual training. Indeed, the musician may do both by applying the principles so specifically laid down by Mrs. Coleman.

Mrs. Coleman declares that as soon as the child is old enough to handle tools the father or mother may guide him in the making of many instruments. With but a few suggestions from parent or teacher the child can make a variety of drums from things already at hand.

A kettle drum may be made from any concave body which has a smooth edge and which is solid enough to reflect sound vibrations: a chopping bowl, the half of a coconut shell that has been sawed in two, a china or earthenware bowl, a flowerpot or bucket.

The marimba may be made by any child who has access to some small strips of wood, a saw and a plane, a gimlet, a few small nails and a strip of thick cloth. White wood or poplar is best, though pine will do.

One of the simplest of homemade instruments is a set of Pipes of Pan. If the stem of the Japanese fleece flower is not to be had, then elder branches, the bark of willow branches (in the spring only), rushes, or anything that grows with hollow stems will do. Small cornstalks may be used if the pith is pushed out or burned out with a hot rod. If none of these are available, the same type of instrument may be made of test tubes, tall slender bottles, or even rolls of stiff paper.

**TREE OF MEMORY—An Armistice Day Pageant** by Grace C. Moses. A. S. Barnes and Company, New York City. Price \$.50

Schools desiring to commemorate Armistice Day will find this pageant a very beautiful medium for honoring the memory of the boys from their communities who gave their lives in the World War. The pageant has two endings: one for localities where memorial trees have already been planted; the other for localities where there are no trees nor memorials of any sort. Simplicity is the aim of the pageant; there is no striving after effect and the result is an impressive and dignified production.

**PLAY PRODUCTION FOR THE COUNTRY THEATRE** by A. M. Drummond. Cornell Extension Bulletin 82. Published by New York State College of Agriculture, Cornell University, Ithaca, New York

This bulletin has been planned to assist inexperienced directors, actors, stage managers and other workers in amateur dramatics to gain an understanding of the principles of theatrical production, and with this in mind, diagrams, photographs and sketches have been incorporated and very practical instructions given. Detailed suggestions are offered for organization, for directing the play, for acting, staging, scenery, lighting and for make-up.

The amateur director will find in this helpful pamphlet just the material which he needs.





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YEAR BOOK 1924-25—National Story Tellers' League, Chicago, Illinois. Price 15c

Of great interest to all devotees of storytelling—one of the oldest arts in the world and one of the most joy-giving, as Seumas MacManus says in the introduction to the pamphlet—is the latest year book of the League. In addition to the reports contained in the Year Book, there is much practical material in the form of lists of stories arranged according to subject matter and a valuable bibliography on storytelling.

MINIATURE AIR CRAFT FLIERS—Book I. Published by Miniature Air Craft Fliers, 746 Monadnock Block, Chicago. Price \$.50

Miniature airplane enthusiasts will find in this booklet detailed directions and plans for making and flying a hand launched, twin push, outdoor, miniature airplane. With the clear directions and diagrams which the book offers, every boy should be able to make his own airplane.

The booklet may be secured at a cost of 50c apiece or \$35 per hundred copies.

#### THE HANDCRAFT BOOK

In an effort to help meet the need for practical designs and patterns to be used by play leaders and teachers, the Playground and Recreation Association of America has published a book on Handcraft containing approximately forty designs. Lanterns, kites, toys made of wood and of tin, cardboard furniture and cork toys, are among the objects for which patterns have been prepared. These patterns are full sized and arranged in such a way that the play leader can tear a pattern out of the book, paste it on cardboard and use it indefinitely. In addition, patterns have been provided for a variety of toys and articles in which crepe paper and sealing wax are featured, such as hats, party caps, articles made with crepe paper rope, Easter baskets, flowers, decorated drinking cups, napkin rings, crowns, dolls of various kinds, lamp shades, picture frames and a number of similar projects.

The preparation and publication of the book has been

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very much a cooperative undertaking, which would not have been possible without the cooperation of a number of recreation superintendents who have generously given their designs and material. Dennison Company has also cooperated in the preparation of the book and the result is a very attractive and practical publication which is making a wide appeal. Single copies may be secured for \$1.25.

HOW TO BE AN ATHLETE by Hammett and Lundgren, Published by D. C. Heath and Company, New York City

Very practical, detailed information is given in this book on field and track athletics, football, baseball, basketball and tennis; how to train for them; what the events are and how they should be played.

The authors have not only outlined approved methods of play but have suggested the fair and sportsmanlike methods of executing the different activities.

THE DIVING AND SWIMMING BOOK by George H. Corsan, Sr. A. S. Barnes and Company, New York City. Price \$3.00

Mr. Corsan, who is the author of a number of books on swimming and who has done so much to popularize the sport, has made another splendid contribution in this his latest book, with its very practical information and suggestions. The numerous illustrations in the book form a distinctive feature. There are one hundred and fifteen drawings and photographic reproductions, and the details in each picture are brought out in the notes which accompany them.

PHYSICAL EDUCATION FOR ELEMENTARY SCHOOLS. Volume 25 No. 4 September 1924 Bulletin of the Iowa State Teachers College, Extension Division, Cedar Falls, Iowa. Price \$1.00

Play has a very large part in this physical education syllabus, much of which is devoted to descriptions of games for primary and intermediate grades—for school

room and playground—to information on athletics and motor ability tests, rhythmic activities, singing games, folk dances and story play and to pageants and play days. A very helpful section of the book has to do with organization for rural schools and the equipment necessary. Illustrations, diagrams and music for singing games and folk dances add to the value of the book.

The teachers of Iowa are to be congratulated on having so practical and helpful a manual. Recreation workers, as well, will find it of great value.

**GAMES CONTEST AND RELAYS** by S. C. Staley A. S. Barnes and Company, New York City. Price \$3.00

This volume, the result of over six years of more or less constant research, experimentation and study, will go far to meet the need for an authoritative compilation of material on mass athletics and large group games and contests. No attempt has been made by the author to discuss theory; the material is confined solely to a description of activities, methods of organization and practical problems of conduct. Games and activities have been classified under the following heading: games for the lower grades, upper grades, junior high school, senior high school and college; relay races, combative contests, mass combative contests and individual combative contests. There is also a practical chapter on pedagogy of games. Playground workers, physical directors and teachers will find this book invaluable in planning their programs.

**GAME: AND RECREATIONAL METHODS FOR CLUBS, CAMPS AND SCOUTS** by Charles F. Smith Published by Dodd, Mead and Company, New York City

Here is a book which will be of the greatest possible value not only to club and camp directors for whom it has been specifically prepared but for all who are associated with young people in any recreational capacity.

The principles of game leadership and methods of teaching have been concisely and clearly stated and throughout the book the point of view and the needs of the play leader have been emphasized. In addition to chapters on gymnasium and playground games and social games, there are chapters on hike and camp games, camp-fire games, dramatics and stunts, water sports, swimming and life saving, nature lore games and methods, 116 trees, fire and fire making, hike cooking, signaling games and methods, scouting games and methods, knots, hitches and bends.

**CHURCH AND COMMUNITY RECREATION** by A. B. Wegener. Published by Macmillan Company, New York City. Price \$2.25

Another contribution to the literature on the church and play and to the recreation movement in general has been made in this book by Mr. Wegener, in which a great deal of information has been brought together under the following chapter headings: *The Modern Play Revival, Play and Religious Practices, The Nature and Value of Recreation, Working Principles, Qualifications of Play Leaders, Recreational Management, Church Recreation, Recreation Affairs—Essentials, Community Recreation and Rural Recreation.*

Mr. Wegener's book should be valuable in giving the layman a conception of the importance and scope of the recreation movement, in pointing to sources of information and in laying down some practical working principles which will help church and community recreation workers.

**THE INTERNATIONAL YEAR BOOK OF CHILD CARE AND PROTECTION.** Published by Longmans, Green and Company, London and New York. Price \$2.50

An interesting and valuable task has been performed by the *Save the Children Fund*, with headquarters in London, in compiling from official sources this record of state and volunteer effort for the welfare of the children throughout the world. The information gathered for each country is classified in general under the headings: Marriage and Divorce, Child Welfare, Education, Employment, Delinquency and Volunteer Societies and Institutions dealing with the Care and Welfare of Chil-

dren. A vast amount of information regarding the legislation having to do with these phases of child life has been brought together in this volume.

**HEALTH EDUCATION.** A program for public schools and teacher training institutions

The program outlined in this book represents the report of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association with the cooperation of the Technical Committee of twenty-seven specialists. The outline, prepared under the direction of Dr. Thomas D. Wood, Chairman of the Committee, has as its purpose the supplying of an authoritative compilation of technical statements and a consensus of professional opinions relative to the field of education.

The book outlines the aims of health education, states the problem—health conditions in the United States—points out what the schools can do and sets standards by defining the meaning of health. Following this there are chapters on essential subject matter for the teacher, educational problems, suggestions for courses of study, measurements of results and training of teachers. A helpful bibliography completes the book.

## Chinese Girls at Play

(Continued from page 472)

more play spaces for children, where they are free to express themselves in a way nature intended they should. Play leaders will be in charge—leaders who understand and care, and who are college-trained, many of them. It will show stronger and happier girls and women, for this is the test of the strength of a nation. There will be camps in many parts of China where girls will come to know the beauty and joy of God's great out-of-doors with all its wonders. Schools will recognize the value of play even more than now, and make more and better provision for it.

Make way, for play must have its rightful place in the lives of the Chinese girls and boys! It means character—it means a better and stronger nation taking its place in the world.

Note:—Word has come from Miss Barger that the School of Hygiene and Physical Education conducted by the National Committee of the Young Women's Christian Association of China has just merged with Gingling College, the well-known women's college of China. This, Miss Barger writes, is a big step in physical education. A splendid course in physical and health education has been outlined as a major in the regular college course which will require four years to complete. Some very fine courses are being given in recreation and, as a result, practically every girl in the college will have considerable instruction in it so that recreation leaders will be much more numerous in China than they have been in the past few years.